

VISIT...

LANZAROTE
Caliente.COM

ENGLISH

TEACHER
Jill G. G.
Jill G. G.
Jill G. G.

Back to Basics

Classroom and Homework Activities

word study

punctuation

spelling

grammar



Jenni Horrold

ENGLISH

Yr 4/P 5

Prim-Ed
Publishing
www.prim-ed.com

CURRICULUM LINKED

Back to Basics

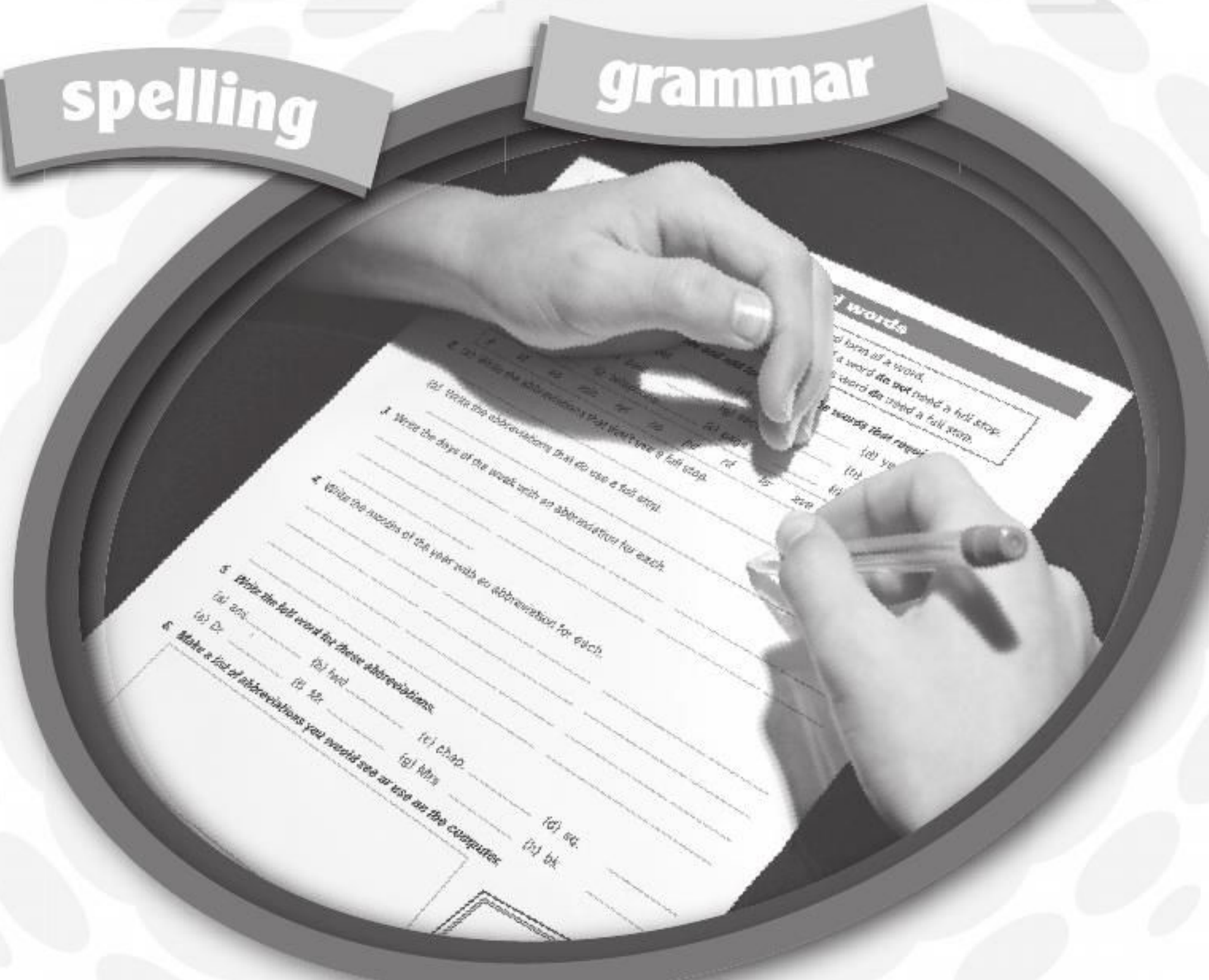
Classroom and Homework Activities

word study

punctuation

spelling

grammar



English: Back To Basics (Yr 4/P 5)

Published by R.I.C. Publications® 2010
Republished under licence by Prim-Ed Publishing® 2010
Copyright® Jenni Harrold 2010
ISBN 978-1-84654-246-6
PR-6314UK

- Titles available in this series:
- English – Back To Basics (Yr 1/P 2)
 - English – Back To Basics (Yr 2/P 3)
 - English – Back To Basics (Yr 3/P 4)
 - English – Back To Basics (Yr 4/P 5)
 - English – Back To Basics (Yr 5/P 6)
 - English – Back To Basics (Yr 6/P 7)
 - English – Back To Basics (Yr 6 Ext/S 1)

This master may only be reproduced by the original purchaser for use with their class(es). The publisher prohibits the loaning or onselling of this master for the purposes of reproduction.

Copyright Notice

Blackline masters or copy masters are published and sold with a limited copyright. This copyright allows publishers to provide teachers and schools with a wide range of learning activities without copyright being breached. This limited copyright allows the purchaser to make sufficient copies for use within their own education institution. The copyright is not transferable, nor can it be onsold. Following these instructions is not essential but will ensure that you, as the purchaser, have evidence of legal ownership to the copyright if inspection occurs.

For your added protection in the case of copyright inspection, please complete the form below. Retain this form, the complete original document and the invoice or receipt as proof of purchase.

Name of Purchaser:

Date of Purchase:

Supplier:

School Order# (if applicable):

Signature of Purchaser:

Internet websites
In some cases, websites or specific URLs may be recommended. While these are checked and rechecked at the time of publication, the publisher has no control over any subsequent changes which may be made to webpages. It is *strongly* recommended that the class teacher checks *all* URLs before allowing pupils to access them.

Foreword

English – Back To Basics is a comprehensive resource designed to teach and revise basic literacy concepts. Essential skills are covered in spelling and word study, punctuation and grammar; with phonics included in Books Yr 1/P 2, Yr 2/P 3 and Yr 3/P 4. Each of the pages focuses on one concept, which is developed through relevant, graded activities.

Although intended as a homework series, these books are also ideal for:

- teaching a new concept
- consolidation
- assessment
- revision.

Titles in the series are: **English – Back To Basics – Yr 1/P 2**
English – Back To Basics – Yr 2/P 3
English – Back To Basics – Yr 3/P 4
English – Back To Basics – Yr 4/P 5
English – Back To Basics – Yr 5/P 6
English – Back To Basics – Yr 6/P 7
English – Back To Basics – Yr 6 Ext/S 1

Contents

Teacher notes

Overview	iv
Curriculum links	v
Spelling and vocabulary lists	vi
Spelling rules	vi
Spelling list– Word building	vii
Glossary	viii – xii
Additional word lists	xii
Vowel sounds	xiii
Consonant sounds	xiv
Prefixes	xv
Suffixes	xvi
Word origins	xvii
Words commonly misspelt	xviii – xx
Words easily confused or misused	xxi – xxii

Spelling and word study

Spelling – 1	2–3
Spelling – 2	4–5
Plurals	6–7
Base words	8–9
Prefixes	10–11
Suffixes	12–13
Alphabetical order	14–15
Syllables	16–17
Synonyms	18–19
Antonyms	20–21
Homophones and homographs	22–23
Compound words	24–25
Contractions	26–27

Abbreviated words	28–29
Double and silent consonants	30–31
Identifying correct spelling	32–33
Using a dictionary	34–35
One or two words?	36–37

Punctuation

Capital letters	38–39
Full stops	40–41
Question marks	42–43
Exclamation marks	44–45
Commas	46–47
Quotation marks	48–49
Apostrophes for ownership	50–51
Editing	52–53

Grammar

Nouns	54–55
Verbs	56–57
Verb tenses	58–59
Pronouns	60–61
Adjectives	62–63
Adverbs	64–65
Conjunctions	66–67
Prepositions	68–69
Sentences	70–71
Sentences – Compound and complex	72–73
Direct and indirect speech	74–75
Word usage	76–77
Review	78–79
Editing	80–81

Format

This series of books contains pupil and teacher pages focusing on skills in the following areas:

- spelling and word study
- punctuation
- grammar
- phonics (Books Yr 1/P 2, Yr 2/P 3 and Yr 3/P 4).

Features

This series of books:

- provides activities on each page that relate to one literacy concept
- follows an organised format in which concepts are repeated and expanded across year levels
- uses a focal list of vocabulary
- has a pupil page supported by a corresponding teachers page
- has a teachers page that includes answers and detailed information explaining each concept
- provides additional reference information for teachers.

Purpose

This series of books is ideal for:

- teaching a new concept
- consolidating and revising knowledge and skills
- homework activities to revise skills taught in class
- assessment.

Spelling and vocabulary

There are two different lists of words used in each book:

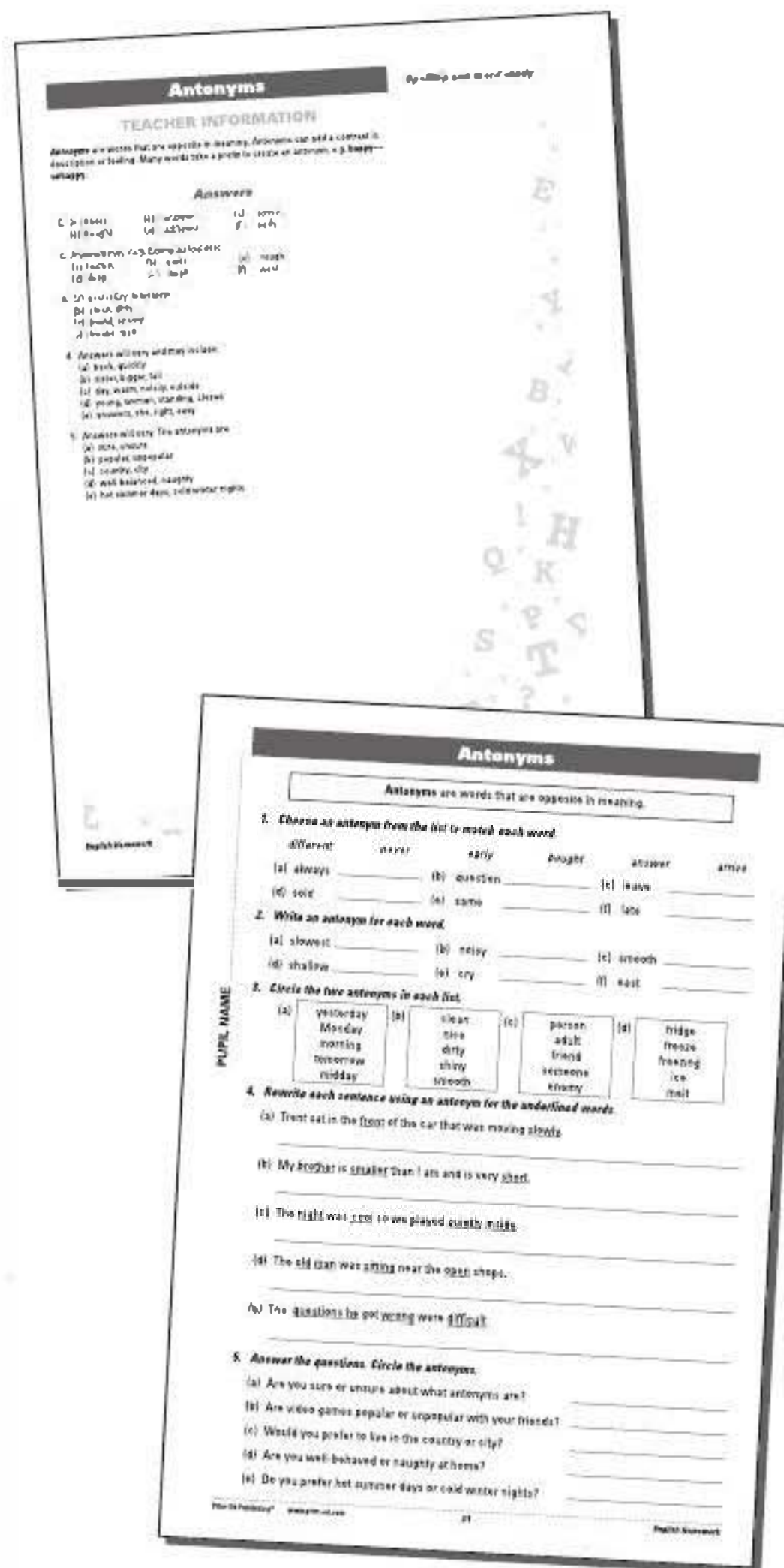
- an age-appropriate spelling list of 40 words, and
- a high-frequency vocabulary list.

Both lists are used frequently throughout each book in the areas of spelling and word study, punctuation and grammar.

Additional reference material

This book includes:

- a word-building table which shows the base word, plural form, prefixes, suffixes, syllables, synonyms and antonyms
- an extensive glossary of terms used in spelling and word study, punctuation and grammar
- vowel sounds and the different ways they are represented
- consonant sounds and the different ways they are represented
- spelling rules
- prefixes, their meanings and examples
- suffixes, their meanings and examples
- word origins— Latin and Greek root words with their meanings and examples
- words commonly misspelt
- words easily confused or misused
- prepositions and prepositional phrases
- words that can be used as adjectives or adverbs.



Country/Subject/Level	Curriculum Objectives
England Literacy Year Four	Word structure and spelling • use knowledge of phonics to spell new and unfamiliar words • distinguish the spelling and meaning of common homophones Text Structure and Organisation • use adverbs and conjunctions Sentence Structure and Punctuation • use commas and the apostrophe for possession
Northern Ireland Language and Literacy Key Stage Two	Receptiveness to Language • identify words by reference to word parts, prefixes and suffixes Competence and Confidence in using Language • become familiar with the functions of words; e.g. noun, verb, adjective, adverb, pronoun, preposition • learn to use a wider range of punctuation marks with greater accuracy • learn to write with increasing grammatical accuracy • improve command of spelling
Republic of Ireland English Third Class	Receptiveness to Language • identify words by reference to word parts, prefixes and suffixes Competence and Confidence in Using Language • become familiar with the functions of words; e.g. noun, verb, adjective, adverb, pronoun, preposition • learn to use a wider range of punctuation marks with greater accuracy • learn to write with increasing grammatical accuracy • improve command of spelling
Scotland Literacy and English First and Second	First - Reading • use knowledge of sight vocabulary, phonics, punctuation and grammar to read with understanding and expression First - Writing • spell the most commonly-used words, using knowledge of letter patterns • write independently, use appropriate punctuation and order and link sentences in a way that makes sense Second - Reading • develop knowledge of punctuation and grammar to read texts Second - Writing • spell most words I need to communicate, using spelling rules • use appropriate punctuation
Wales English Key Stage Two	Reading - Skills • develop phonic, graphic and grammatical knowledge and word recognition • develop understanding of the structure, vocabulary, grammar and punctuation of English, and of how these clarify meaning Writing - Skills • use a range of sentence structures, linking them coherently • use punctuation to clarify meaning • choose and use appropriate vocabulary • use the standard forms of English: nouns, pronouns, adjectives, adverbs, prepositions, connectives and verb tenses

Spelling list

almost	busy	early	listen	really
already	caught	enough	naughty	station
always	computer	every	noise	strange
angry	country	finish	often	surprise
answer	cousin	happen	people	thought
arrive	danger	heard	picture	trouble
beautiful	different	instead	piece	until
bought	during	laugh	quiet	weather

Vocabulary list

above	autumn	didn't	goes	near	place	started	together	without
across	before	does	gone	never	right	still	told	write
almost	began	eighty	half	ninety	round	stopped	tries	year
along	below	every	high	number	second	such	turned	
also	better	fifty	hundred	only	seventy	summer	until	
always	between	first	I'm	opened	show	think	used	
any	both	forty	inside	other	sixty	thirty	walked	
around	can't	found	knew	outside	sometimes	through	while	
asked	coming	funny	know	party	spring	today	winter	

Spelling rules

Write *i* before *e*, except after *c*.

For example: friend, believe, receive, receipt

Some exceptions: foreign, either, science, weird, height, species

Write *ie* after *c* for words with a *shuhn* sound.

For example: sufficient, ancient, conscience, efficient

Write *ei* when the vowel sounds like an *a*.

For example: weigh, rein, reign, neighbour

For words ending in *y*:

- retain the **y** when adding **-ing**,
for example: crying, studying
- retain the **y** if it is preceded by a vowel, when adding **s**
or a suffix;
for example: employs, employer
- change the **y** to **i** if it is preceded by a consonant, when
adding a suffix;
for example: cries, studies

Some exceptions: dryness, shyness.

Drop the final *e* to most words when adding a suffix beginning with a vowel.

For example: use—usable
make—making

Double the consonant when adding a suffix starting with a vowel (e.g. **-ing**) to:

- a word of one syllable ending in a single consonant,
preceded by a vowel;
for example: drip—dripping
sit—sitting
- a word of more than one syllable ending in a single
consonant, preceded by a vowel **if** the stress is on the
final syllable;
for example: begin—beginning
commit—committed.

When the stress is not on the final syllable, the single
consonant remains;

for example: develop—developing—developed.

Exceptions include many words ending in **f**, where the **f**
is always doubled;

for example: appal—appalling
travel—travelling.

Spelling list — Word building

Teacher notes

Word	Base	Plural	Prefixes	Suffixes	Syllables	Synonym	Antonym
almost	most				al-most	nearly	
already	ready				al-read-y	beforehand	
always	way				al-ways	forever	never
angry	anger			er, est, ly	an-gry	annoyed	calm
answer		answers	un(-able)	ed, ing, able	an-swer	reply	question
arrive				ed, ing, al	ar-rive	reach	depart
beautiful	beauty			ly	beau-ti-ful	pretty	ugly
bought	buy				bought	purchased	sold
busy				er, est, ly, ness	bus-y	active	idle
caught	catch				caught	captured	released
computer	compute	computers			com-put-er		
country		countries			coun-try	nation	
cousin		cousins			cous-in		
danger		dangers		ous (ly)	dan-ger	peril	safety
different	differ		in	ly	dif-fer-ent	unlike	same
during					dur-ing	throughout	
early				er, est, ness	ear-ly	beforehand	late
enough					e-nough	plenty	
every					ev(e)-ry	each	
finish		finishes	un(-ed)	ed, er, ing	fin-ish	end	start
happen				ed, ing	hap-pen	occur	
heard	hear		un		heard	listened	ignored
instead					in-stead	alternatively	
laugh		laughs		able, ed, ing, ter	laugh	giggle	cry
listen				ed, er, ing	list-en	hear	
naughty				er, est, ly, ness	naugh-ty	disobedient	good
noise		noises		er, est, ly	noise	sound	silence
often					of:-en	regularly	seldom
people				ed, er, ing	peo-ple	humans	
picture		pictures		ed, ing	pic-ture	drawing	
piece		pieces	un	ed, ing	piece	part	
quiet				en, er, est, ly	qui-et	still	noisy
really	real				real-ly	actually	
station		stations		ed, ing	sta-tion	position	
strange				er, est, ly	strange	weird	normal
surprise		surprises	un(-ed)	ed, ing	sur-prise	amaze	
thought	think	thoughts		ful, fully	thought	idea	
trouble		troubles	un(-ed)	ed, ing	trou-ble	problem	ease
until					un-til		
weather			un(-ed)	ed, ing	weath-er		

Spelling and word study

Abbreviation

An abbreviation is a word written in shortened form. A full stop may be used to show part of the word is missing. However, if the last letter of the word is used, there is no full stop.

For example: *Mon.* for Monday
Dr for Doctor

Acronym

A word made up from the initial letters of a phrase.

For example: *SIDS* (sudden infant death syndrome)
radar (radio detecting and ranging)

(Note: If it is not pronounced as a word, it is an initialism; e.g. *LPG*.)

Antonyms

Words that are opposite in meaning.

For example: *hot/cold*
dark/light
wet/dry

Base word

The root word or main part of the word. Prefixes and suffixes can be added to the base word.

For example: *reading*, *misguided*,
carefully

Compound word

Two or more words joined together.

For example: *pancake*, *teaspoon*,
underground

Consonant

Any letter of the alphabet that is not a vowel.

For example: *b, c, d, f, g, h, j*

Contraction

A shortened form of a word. An apostrophe is used to replace the deleted letters.

For example: *I'm*, *we're*, *they'll*,
she'd, *can't*

Derivative

A word made from adding prefixes and suffixes to a base word.

For example: *sleeping*, *unusual*,
happily

Digraph

Two letters representing one phoneme.

For example: *th, sh, wh, ei, ck, ou*

Eponyms

Eponyms are words that come from a person's name or name of a place.

For example: *Jules Leotard*
Anders Celsius
Earl of Cardigan

Etymology

The study of the origin and history of words.

For example: *annual* from the Latin word *annu*, meaning 'year'

Grapheme

The written representation of a sound.

For example: *ew, ing, th*

Homographs

Words that are spelt the same but have different origins and meanings and are sometimes pronounced differently.

For example: *cricket*, *wind*

Homophones

Words that sound the same but are spelled differently.

For example: *peace/piece*
threw/through
bored/board

Morpheme

The smallest unit of meaning.

For example: *house/keep/ing*

Phoneme

The smallest unit of sound in a word that can be represented by one, two, three or four letters. There are 44 phonemes in English.

For example: *to*, *shoe*, *through*

Phonetics

System of spelling words that represents sounds by symbols.

Plural

Indicates more than one person or thing.

For example: *two books*
three wishes
four children

Prefix

Used at the beginning of a base word to change meaning.

For example: *inedible*, *unconscious*,
illegal, *disobey*

Singular

Only one person or thing.

For example: *one book*, *a table*,
an apple

Suffix

Used at the end of a base word.

For example: *working*, *lonely*,
walked, *editor*

Syllable

A unit of sound which contains a vowel sound. All words are made up of one or more syllables.

For example: *talk*, *nerv-ous*,
in-de-pen-dent

Synonyms

Words that are similar in meaning.

For example: *big/large*
small/tiny
wet/damp

Thesaurus

A reference book which groups words by meaning.

For example: *promise*—pledge,
guarantee,
engagement, commit,
assure, secure

Trigraph

Three letters representing one phoneme.

For example: *high*, *fudge*, *pear*

Vowel

The five letters of the alphabet that are not consonants.

These are: *a, e, i, o* and *u*.

Punctuation

Apostrophe

Used to show ownership and in contractions to show where letters have been dropped.

For example: Jackie's dog wasn't barking.

Capital letters

Used to start a sentence, as the first letter of proper nouns, for the pronoun *I*, in titles, and to start direct speech.

Colon

Used to introduce additional information.

For example: Use the following: eggs, bacon, milk, salt and pepper.

Comma

Used as a short pause to separate parts of a sentence and items in a list.

For example: The boy, a great athlete, was competing in most events.

I took pens, pencils, paper and paints to the class.

Dash

Used to provide additional information or show that something is unfinished.

For example: I opened the gift—it was just what I wanted.

Ellipsis

Used to mark letters or words that have been left out and a pause or interruption

For example: Her birthday party was wonderful ... the best ever!

Exclamation mark

Used to show strong emotion.

For example: That's fantastic news!

Forward slash

Used to show options, shortened forms, in web addresses and instead of *per*, *an* or *a*.

For example: *true/false*
60km/h

Full stop

Used at the end of a sentence or in some abbreviations.

For example: His birthday was on 21 Feb.

Hyphen

Used to join words and word parts, clarify meaning and divide words at the end of a line.

For example: *re-signed* a contract
brother-in-law
three-quarters

Parentheses

Used to enclose additional information such as a comment, explanation or example.

For example: Tia (my sister) showed me how to use the program.

Question mark

Used at the end of a sentence to show a question to be answered.

For example: Did you finish everything you wanted to?

Quotation marks

Used to indicate direct speech, quotations and specific titles.

For example: 'Did you know the Spanish word "siesta" means a short nap?' Ben asked.

Semicolon

Used to separate short, balanced and linked phrases or clauses. It is stronger than a comma, not as strong as a full stop. It can also be used to separate items in a list of phrases or clauses.

For example: I bought new shoes; they were on sale.

I need 12 pens, pencils and rulers; 24 books, six erasers and two bags.

Grammar

Abstract noun

A word which describes things that cannot actually be heard, seen, smelt or tasted.

For example: *anger, beauty, danger, jealousy, loyalty, pain*

Active voice

The voice of the verb which shows that the subject of the sentence is performing the action.

For example: Her friend *drove* the car.
The dog *frightened* the child.

Adjective

A describing word used to add meaning to a noun or pronoun.

For example: He wore a *blue* shirt.
The meal was *delicious*.

Adverb

Adds meaning to a verb, adjective or other adverb. It can tell how, where or when.

For example: He worked *carefully*.
Yesterday, they walked to school.
She *finally* finished.

Agreement

Shows that linked words or phrases agree in terms of case, number, gender and person.

For example: *He is* welcome. *They are* welcome.
She tried to write the story *herself*.

Article

A subclass of determiners where *a* and *an* are indefinite and *the* is definitive.

For example: *a* computer, *an* apple, *the* dog

Auxiliary verb

A 'helping' verb that is used in forming tense, mood and voices with other verbs. The verbs *to be*, *to have* and *to do* are often used as auxiliary verbs.

For example: I *was* thinking of you.
He *does* leave his room in a mess.
We *have* seen it.

Clause

A group of words with a subject and its verb.

For example: *She walked to the station*.

Collective noun

A group of persons or things.

For example: a *class* of pupils, a *flock* of sheep, a *herd* of elephants

Command verb (imperative)

A verb used as an order or command.

For example: *Stop* talking so loudly.

Common noun

A word naming general rather than particular things.

For example: *apple, river, table, colour*

Complex sentence

Has a main (independent) clause and at least one subordinate (dependent) clause.

For example: I like swimming before I walk along the beach.

Compound sentence

Has two or more independent clauses with a linking word.

For example: The nurse worked hard and helped the sick child.

Conjunction

A joining word for words, phrases, clauses and sentences.

For example: I ate an apple *and* a pear.

I was tired *but* I had to work *because* the assignment was due.

Connective

A connecting word that tells order and what is coming next.

For example: I'll finish the dishes *first* and *then* watch a film.

Determiner

A word that is used in front of a noun or pronoun to tell something about it.

For example: *a* tiger, *the* tiger, *some* tigers, *both* tigers, *that* tiger, *three* tigers

Direct speech

Exactly what is spoken, enclosed in quotation marks.

For example: '*Are you feeling thirsty?*' she asked.

Double negative

When two negatives are used together, with the effect of cancelling each other so the negative meaning is lost.

For example: She *wasn't* doing *nothing*.
He *didn't* get *no* lunch.

Finite verb

A verb that has a subject. A finite verb must be a part of every sentence and agree with its subject.

For example: The ball *rolls*.
The balls *roll*.

Idiom

A phrase that is not meant literally.

For example: *over the moon*
frog in my throat

Grammar

Indefinite pronoun

A pronoun that refers to people or things generally and not specifically.

For example: *anybody, anything, everybody, everyone, somebody, something*

Indirect speech

Reports, and often alters, direct speech without the use of quotes.

For example: I asked her to be quiet.
She told me she would leave early.

Main (independent) clause

A group of words that can stand alone and make sense without being dependent on any other part of a sentence.

For example: *I decided to go shopping* after I had my lunch.

Modifier

A word or group of words that affect the meaning of another word in some way by giving more information. They might describe, define or make a meaning more precise.

For example: The TV is in the *largest* room.
Bright-eyed and inquisitive, the squirrel searched for food.

Noun

A word that names a person, place, thing, feeling or idea.

For example: *doctor, Paris, suitcase, fear, courage*

Object

Shows what or whom the verb affects.

For example: They purchased a *house*.
She wore *blue jeans*.

Paragraph

A group of sentences that are about one main idea. The sentences should follow in a logical order.

Passive voice

The voice of the verb which shows that the subject is having an action done to it.

For example: Max *was tickled* by his sister.

She *was surprised* by the visitors.

Person

Text may be written as the first, second or third person and is indicated by the use of pronouns and verbs.

For example: *I* wrote the book.
It must be *yours*.
Did *he* write the book?

Personal pronoun

Used in place of a person.

First person personal pronouns are: *I, me, mine, we, us, ours*.

Second person personal pronouns are: *you, yours*.

Third person personal pronouns are: *he, his, him, she, hers, her, it, its, they, them, theirs*.

Phrase

A group of words in a sentence which does not contain a finite verb.

For example: She walked *towards the house*.
The car crashed *into the tree*.

Possessive pronoun

A pronoun used to show ownership.

For example: That book is *his*.
I think it's *hers*.
I have *mine* here.
It must be *yours*.

Predicate

What is written or said about the subject of a sentence.

For example: The teacher was *tired and hungry*.
The kitchen was *clean and tidy*.

Preposition

Used in front of a noun or pronoun to describe the relationship.

For example: *under* the water, *to* him, *at* the concert, *before* lunch, *around* them

Pronoun

Used in place of a noun to reduce repetition.

For example: Peter is conscientious.
He works quietly.

Proper noun

Used to specifically name a person or thing.

For example: *Jemma, Antarctica, Sahara Desert*

Relative pronoun

Used to connect or relate one part of a sentence to another.

For example: Here is the house *that* I want to buy.
I met the man *whose* story I had read.

Sentence

A group of words that makes sense on its own. It may have one or more clauses. It must have a finite verb, a capital letter at the start and end in a full stop, question mark or exclamation mark.

For example: *I'll eat breakfast after I've had a shower.*

Simple sentence

A sentence with only one verb (part of the predicate) and one subject.

For example: *I played a game.*
They ate dinner together.

Slang

Words or phrases in common use that are not considered to be part of standard English.

For example: *aggro, dude*.

Statement

A sentence which states a fact.

For example: *We will not be leaving today.*

Grammar

Subject

The person or thing who is doing the action in a sentence.
For example: *Mrs Green* taught music.
The *football* team won the game with the last kick.

Subordinate (dependent) clause

A group of words that cannot stand alone and make sense. It is dependent on the main clause for its meaning.
For example: I ate everything on the plate *because I was hungry*.

Tense

Verb tenses tell whether the action is happening in the past, present or future.
For example: I *walked*, I *walk*, I *am walking*, I *will walk*.

Verb

An action or state of being word.
For example: She *read* the book.
He *has written* a story.
They *will eat* dinner.
We *thought* about it.

Additional word lists

Words used as prepositions

aboard	among	beyond	in	over	under
about	around	but	inside	past	until
above	at	by	into	per	up
across	before	concerning	like	round	upon
after	behind	despite	near	since	via
against	below	down	of	through	with
along	beneath	during	off	throughout	within
alongside	beside	except	on	till	without
amid	besides	for	onto	to	
amidst	between	from	out	towards	

Prepositional phrases

according to	aside from	behind	in front of	in regard to	on account of
ahead of	as to	due to	in lieu of	in spite of	on board
apart from	back of	in addition to	in light of	instead of	out of
as far as	because of	in the back of	in place of	in view of	owing to

Words used as adjectives or adverbs

bad	doubtless	fast	loose	right	straight
better	early	first	loud	rough	third
bright	enough	hard	low	second	tight
cheap	even	high	much	sharp	well
close	fair	late	near	slow	worse
deep	far	little	quick	smooth	wrong

There are 19 vowel sounds listed below. Most of these vowel sounds can be written in a number of different ways. The letters used to represent sounds in words are called 'graphemes'.

Knowledge about common graphemes and an understanding of how to use them when selecting the particular one needed to spell a word correctly, are essential spelling skills.

Some of the most commonly used graphemes for each vowel sound are found in the table below.

Sound	Graphemes
'a' as in bat	a (cat)
'a' as in rain	ai (pain) ay (tray) a-e (plate) a (baby) ea (break) ei (rein) ey (grey)
'ar' as in bar	ar (car) a (class) al (calf) au (laugh)
'air' as in pair	air (chair) are (care) ear (bear) ere (there) eir (their)
'aw' as in paw	aw (yawn) or (fork) au (sauce) a (ball) ore (store) oar (roar) oor (poor) ough (fought) augh (caught) al (walk)
'e' as in tell	e (jet) ea (spread)
'ee' as in tree	ee (sheep) ea (beat) y (funny) ie (thief) ei (ceiling) ey (key) i (ski) e-e (athlete)
'er' as in fern	er (germ) ir (girl) ur (purse) or (word) ear (earn) our (journey)
'ear' as in appear	ear (near) eer (deer) ere (here) ier (tier)
'i' as in bit	i (fin) y (pyramid) ui (build)
'i' as in hive	i (find) ie (pie) y (sky) i-e (fine) igh (sigh)
'o' as in top	o (clot) a (wasp) au (sausage) ou (cough)
'o' as in hope	o (no) oa (boat) oe (toe) ow (slow) o-e (home)
'ow' as in cow	ow (down) ou (loud)
'oy' as in toy	oy (boy) oi (coin)
'oo' as in cook	oo (book) u (bush) ou (should)
'oo' as in boot	oo (spoon) ew (flew) ue (true) ou (soup) ui (fruit) o (to)
'u' as in mud	u (truck) o (some) ou (young)
'yu' as in use	u-e (fuse) u (duty) ew (new) ue (avenue) eau (beauty)

There are 25 consonant sounds listed below. Most of these consonant sounds can be written in a number of different ways. The letters used to represent sounds in words are called ‘graphemes’.

Knowledge about common graphemes and an understanding of how to use them when selecting the particular one needed to spell a word correctly, are essential spelling skills.

Some of the most commonly used graphemes for each consonant sound are found in the table below.

Sound	Graphemes
‘b’ as in big	b (bat) bb (rabbit)
‘c’ as in cat	c (clean) ck (pack) ch (school) k (kite) cc (occupy) que (cheque)
‘ch’ as in chin	ch (church) tch (watch)
‘d’ as in dog	d (doll) dd (rudder) ed (talked)
‘f’ as in fat	f (fed) ff (giraffe) ph (phone) gh (laugh)
‘g’ as in get	g (goat) gg (egg) gu (guide) gh (ghost)
‘h’ as in hat	h (have) wh (who)
‘j’ as in jam	j (jet) g (giant) dge (hedge) gg (suggest)
‘l’ as in look	l (lot) ll (hill) le (little)
‘m’ as in met	m (mother) mm (hammer) mb (climb) lm (calm) mn (autumn)
‘n’ as in now	n (nurse) nn (runner) kn (knot)
‘ng’ as in sing	ng (strong) n (sink)
‘p’ as in pot	p (pin) pp (ripped)
‘r’ as in run	r (red) rr (carry) wr (write)
‘s’ as in sat	s (sun) ss (toss) c (cent) ce (rice) sc (scene)
‘sh’ as in ship	sh (sheep) s (sugar) ss (pressure) ch (machine) ci (special) ti (station) si (tension)
‘t’ as in tap	t (tent) tt (written) th (Thomas) ed (cooked)
‘th’ as in thin	th (think)
‘th’ as in then	th (that) the (breathe)
‘v’ as in van	v (vase) f (of)
‘w’ as in was	w (watch) wh (when)
‘x’ as in box	x (fox) cks (socks)
‘y’ as in yes	y (yell)
‘z’ as in zebra	z (zip) zz (fizz) s (has)
‘zh’ as in measure	s (treasure) si (television)

Prefix	Meaning	Example(s)
anti-	opposed, against	antiseptic
bi-	two, twice	bicycle
bio-	life	biography
circum-	around	circumference
co-	together	cooperate
contra-	opposite, against	contradict
de-	away, from, down	defer, descend
dis-	apart	disconnect
en- em-	make	enable, embrace
ex-	former	ex-premier
for-	not	forget
fore-	before	forecast
giga-	billion	gigabyte
hyper-	over, excessive	hyperactive
il-	not	illegal
in-	not, in	incomplete, inside
im- ir-	not	impossible, irregular
inter-	between, among	interview
mal-	wrong	malfunction
mega-	million	megabyte
micro-	small	microscope
milli-	thousand	millilitre
mini-	small	miniskirt
mis-	wrongly	misjudge
non-	not	nonsense
out-	outside, detached	outpatient
post-	after	postgraduate
pre-	before	preheat
re-	again, back	repeat, return
semi-	half	semicircle
sub-	under	submarine
super-	over, above	superhuman
trans-	across	transport
tri-	three, triple	tricycle
un-	not	undone
uni-	one, single	uniform
with-	against, away	withhold

Suffix	Meaning	Example(s)
-able, -ible	capable of, for	adapt able , possible
-al, -ical	of, relating to	maternal, magical
-ar	like	circular
-ate	to make	aggravate
-ation	act of	invitation
-dom	state of	freedom
-er, -or	one who	farmer, actor
-ess	feminine of nouns	princess
-fold	number of parts, times	twofold
-ful	able to, full of	helpful, plateful
-ion	action, state, quality	consideration, promotion
-ise	make into	humanise
-ish	belonging, like	girlish, Swedish
-ism	state, quality, act of	heroism, baptism
-ist	one who	artist
-ive	like, connected with	native, protective
-less	without	childless
-ly	like, how, when	manly, darkly, yearly
-ment	result, state, quality of	achievement, judgment
-ous	full of	nervous
-phobia	fear, dread	claustrophobia

LATIN ROOT WORDS

Root word	Meaning	Example(s)
scribe	writing	describe , inscribe , scribble , prescribe , transcribe
port	carry	transport , portable , report , export , import , support
ped	foot	pedestrian , pedal , pedestal , impede , expedition
spire	breathe	inspire , conspire , respire , transpire
mit	send, let go	transmit , omit , admit , permit , remit
fact	make, do	manufacture , factor , faction , satisfaction , factory
duc, duce, duct	to lead	conduct , introduce , produce , educate , conductor
cap, capit	head	capital , captain , decapitate , capitulate
flu	flow	fluid , fluent , influence , affluent , effluent
man, manu	hand	manual , manufacture , manuscript , manipulate
aqua, aque	water	aquatic , aquarium , aquaplane , aqueduct , Aquarius
aud	hear	audio , audience , audible , audition
anni, annu	year	annual , anniversary , biannual , annuity
bene	well	benefit , beneficial , benefactor , beneficiary , benevolent
prim, prim	first	primary , prime , primitive , primer , premier
unus	one	unit
duo	two	duet
tres	three	triangle
quatuor	four	quarter
quinque	five	quintet
sex	six	sextuplet
septem	seven	September (7 th month on Roman calendar)
octo	eight	octopus
novem	nine	November (9 th month on Roman calendar)
decem	ten	decimal
centum	hundred	century
mille	thousand	millimetre

GREEK ROOT WORDS

Root word	Meaning	Example(s)
meter, metre	measure	centimetre , millimetre , thermometer , barometer , pedometer , speedometer
micro	small	microscopic , microscope , microphone
aero	air	aeronaut , aerate , aeroplane , aerial
sphere	globe, ball	atmosphere , stratosphere , hemisphere
tele	far off	telephone , teleport , televise , television
logy	word, knowledge, science of	psychology , biology , zoology , neurology
auto	self	automatic , autobiography , autograph , automobile
logos	word, reason	logic , logistic , logical

LIST 1

about	choose	friend	none	their
ache	colour	guess	ocean	though
address	coming	half	often	through
afraid	cough	heard	once	together
again	could	hospital	people	tomorrow
agree	country	hour	picture	tonight
almost	couple	hungry	piece	touch
always	cousin	important	please	trouble
among	daughter	insect	promise	Tuesday
answer	decide	instead	question	uncle
any	definite	interesting	quick	used
around	different	invite	ready	useful
August	difficult	January	reason	vegetable
aunt	discuss	knew	remember	voice
autumn	doctor	know	rough	Wednesday
balloon	does	lately	said	welcome
beautiful	don't	laugh	separate	where
because	done	library	September	which
been	during	listen	sign	who
beginning	early	lose	since	women
behaviour	easy	making	some	won't
bicycle	eight	many	someone	would
breakfast	every	meant	special	write
built	exercise	message	spread	writing
business	famous	might	straight	wrong
busy	February	minute	strange	wrote
buy	finish	naughty	sure	yesterday
careful	forgotten	nearly	surprise	

LIST 2

accident	customer	incident	private
adventure	damage	information	procedure
aeroplane	decoration	injury	punishment
altogether	delicious	instrument	pure
ambulance	disappointing	intelligent	pyjamas
amusing	discovery	jealous	quantity
anxious	disgraceful	knowledge	reasonable
appear	distract	lawyer	recreation
appreciate	division	league	religion
argument	doubt	machine	repair
assembly	election	material	request
association	electric	medicine	scarce
athlete	enormous	migrate	separate
attendance	enough	multiplication	serious
audience	excitement	museum	silence
author	extreme	musical	skilful
automatic	failure	mystery	subtraction
avenue	fashion	necessary	support
awful	favourite	neighbour	surround
balance	finally	nephew	technology
believe	forty	nervous	unknown
careless	frequent	niece	valuable
celebrate	generous	opinion	variety
centre	gradual	oxygen	visitor
certain	heritage	parliament	weary
chocolate	hesitate	passenger	weight
comfortable	honest	permission	weird
committee	horrible	persuade	yacht
conversation	imagination	physical	youth
curtain	immediately	population	

LIST 3

accessories	convenient	foreigner	irrelevant	outrageous	silhouette
acquaintance	cooperate	fortunately	irreplaceable	paralyse	sincerely
acquire	courageous	freight	irresponsible	participant	sophisticated
admittance	curious	fugitive	itinerary	permitted	spaghetti
adolescence	deceased	furious	jewellery	phenomenon	spontaneous
anniversary	definite	gauge	kidnapped	pneumonia	statistics
anonymous	desperate	genuine	knowledgeable	politician	successful
appalling	diabetes	glamorous	labelled	possession	sufficient
Arctic	diarrhoea	government	legendary	possibility	supervisor
assistance	difference	grammar	limousine	professional	surgeon
asthmatic	disappearance	grieve	maintenance	pronunciation	suspicious
basically	disapproval	guarantee	manageable	prosecute	technique
bouquet	disastrous	guard	manually	protein	therapeutic
boutique	discipline	hallucination	millionaire	questionnaire	tragedy
bureau	discrimination	harass	miraculous	queue	transferred
campaign	discussion	hereditary	mortgage	reassurance	twelfth
casualty	disease	hilarious	muscle	rebellious	unanimous
cautious	disinfectant	humorous	mysterious	receipt	unconscious
cemetery	distinguish	hypothetical	nausea	recommend	unique
chauffeur	documentary	hysterical	negotiate	referee	unnecessary
choreography	economically	ignorance	numerous	regretted	vaccinate
coincidence	efficient	illiterate	nutritious	rehabilitation	vague
colleague	eightieth	imaginative	obedient	relevant	visibility
commercial	electrician	immaculate	obese	responsibility	volunteered
commitment	embarrass	inappropriate	obscene	restaurant	vulnerable
communicate	encourage	independence	obsessive	resuscitate	wintry
competitive	escalator	indigenous	occasion	rhythm	worshipped
concussion	essential	ineligible	occurred	rumour	
congratulations	eventually	ingredient	offence	satellite	
conscientious	fascinate	inseparable	omitted	schedule	
conscious	fatigue	intermediate	opportunity	siege	
controversial	fierce	interrupt	ordinary	significant	

LIST 1

Words	Examples
angel/angle	We put the angel on the Christmas tree. A triangle might have a right angle.
as/like	I did as I was told. I was like my sister.
ate/eaten	I ate breakfast. I have eaten breakfast.
beat/beaten	We will beat them. We should have beaten them.
became/become	She became a star. She will become a star.
began/begun	He began the work. He has begun to work.
been/being	I have been to school. I like being at school.
beside/besides	I stood beside him. Who, besides your dad, is home?
blew/blown	The wind blew. The papers have blown away.
breath/breathe	He took a deep breath. He can breathe deeply.
can/may/might	She can do that. May I do that? I may do that. I might be able to do that.
came/come	She came late. They will come later.
chose/choose	I chose the apple. I will choose an apple.
dairy/diary	The milk came from the dairy. He wrote in his diary.
desert/dessert	The desert was dry. He deserted them. We had ice-cream for dessert.
did/done	He did the work. He has done the work.
forgot/forgotten	She forgot the number. He has forgotten to bring it.
gave/give	She gave me the book. I will give you the book.
gone/went	He has gone to school. She went to school.
hid/hidden	Mum hid the Christmas presents. The presents were hidden from us.
its/it's	The dog is wagging its tail. It's a sunny day.
knew/know/known	I knew the teacher. I know who she is. I wish I had known before.
laid/lain	It was laid on the table. It had lain on the table for a while.
learn/teach	I had to learn the words. She can teach me how to do it.
lend/borrow	I will lend you the book. Can I borrow the book?
loose/lose	These trousers feel loose. Don't lose your phone.
meter/metre	The meter was running. It was a metre long.
of/off	I was tired of working. I took off my hat.
outdoor/outdoors	Cricket is an outdoor sport. We played it outdoors.
passed/past	I passed the test. I walked past her.
practice/practise	He is going to football practice. He will practise his skills.
principal/principle	She is the principal of the school. She followed a basic principle.
quiet/quite	I was very quiet. It was quite funny.
rapt/wrapped	I was rapt with the result. I wrapped a present.
risen/rose	The sun had risen before I woke. The sun rose before I did.
role/roll	She played the role of a doctor. She ate a salad roll for lunch.
showed/shown	I showed her where I lived. He has shown me the way to go.
storey/story	They lived on the top storey of the building. I read the story.
their/there/they're	That is their house. They live there. They're going out.
threw/through	I threw the ball. I walked through the room.
tore/torn	He tore the shirt he was wearing. The shirt is torn.
wear/where/we're	I will wear the dress. Where are you? We're going to school.
went/gone	They went an hour ago. They have already gone.
who/which	I have two brothers who are older. I have two kittens which are cute.
who's/whose	Who's leaving now? Do you know whose dog it is?

LIST 2

Words	Examples
accept/except	Please accept this gift. Everyone went except Drew.
addition/edition	I completed the addition problems. There is a new edition of that book.
advice/advise	She asked for my advice. I would advise you to finish it.
affect/effect	She was affected by the news. It had a good effect on her.
amend/emend	They should amend the rule. He needs to emend (edit) his work.
ballet/ballot	Her ballet dress was beautiful. We needed a ballot paper to vote.
belief/believe	My belief is that you will do well. I believe you will win.
charted/chartered	He charted the data. He chartered a boat for the day.
continual/continuous	She was in continual pain. It was a continuous line.
councillor/counsellor	The local councillor approved the plans. The counsellor listened to her.
dependant/dependent	The woman had two dependants. The child was dependent on her mother.
device/devise	The electronic device was expensive. She had to devise a new plan.
elicit/illicit	He tried to elicit information. The drug was illicit.
eligible/legible	The school was eligible for the grant. Her writing was legible.
emigrant/immigrant	The emigrant left his country. The immigrant arrived in his new country.
emission/omission	There was a gas emission. The omission of her name was an oversight.
employee/employer	The new employee worked hard. The boss was their employer.
forgave/forgiven	I easily forgave my best friend. I told her she was forgiven.
formally/formerly	I was dressed formally. I was formerly at another address.
human/humane	He is a human being. They had to treat the animal in a humane way.
licence/license	He had a driver's licence. He had to license the car.
mediate/meditate	She had to mediate between the groups. I took time to meditate and relax.
mistaken/mistook	I was mistaken about the time. I mistook the time it would take.
overtaken/overtook	They had overtaken the slow car. They overtook the car.
premier/premiere	The premier is the state leader. We went to the film premiere.
proof/prove	You need the right proof first. You will have to prove it's true.
refuge/refugee	He took refuge from the storm. The refugee arrived from another country.
review/revue	Write a review of the book. The musical revue was very funny.
scared/scarred	I was scared of the dark. The burn scarred my skin.
scraped/scrapped	She scraped her knee when she fell. I scrapped the work I was doing.
stationary/stationery	The train was stationary. The stationery included pencils.
suit/suite	He wore the new suit to the party. We stayed in an expensive hotel suite.
summary/summary	The summary was very brief. It was a fine, summery day.

TEACHER INFORMATION AND PUPIL PAGES

TEACHER INFORMATION

This list of 20 words forms part of the vocabulary consistently used throughout the book. The activities revise concepts previously introduced at other levels.

Answers

1. danger, weather, answer, computer
2. (a) hear (b) real
3. Answers may vary. Examples include:
(a) danger/s/ous (b) answer/s/ed/ing
(c) happen/s/ed/ing (d) quiet/ly/er/est
(e) cousin/s (f) finish/es/ed/ing
(g) computer/s (h) piece/s/ed/ing
4. heard, weather, already, instead, early, beautiful, really
5. weather, already, instead
6. happen, really
7. (a) during (b) early (c) cousin
8. Sentences will vary.
9. (a) finish (b) quiet (c) answer
(d) early (e) piece (f) danger
(g) beautiful (h) always (i) heard
10. already, answer, beautiful, danger, early, heard, instead, piece, station, weather

Spelling – 1

heard danger weather already instead piece answer station early beautiful
quiet happen cousin really computer almost during until finish always

1. Write the words that end in er.

2. Write the base words.

(a) heard _____

(b) really _____

3. Add a suffix to each word.

(a) danger _____

(b) answer _____

(c) happen _____

(d) quiet _____

(e) cousin _____

(f) finish _____

(g) computer _____

(h) piece _____

4. Write the words with ea.

5. Write the ea words with the bread – ea sound.

6. _____ and _____ have double letters.

7. Unscramble these words.

(a) dgunri _____ (b) ylrae _____ (c) ouncis _____

8. Write each word in a sentence to show its meaning.

(a) instead _____

(b) computer _____

(c) weather _____

(d) heard _____

(e) station _____

9. Write a list word that is opposite in meaning.

(a) start _____ (b) noisy _____ (c) question _____

(d) late _____ (e) whole _____ (f) safety _____

(g) ugly _____ (h) never _____ (i) ignored _____

10. Write the first 10 words (those in the top line) in alphabetical order.

PUPIL NAME

TEACHER INFORMATION

This list of 20 words forms part of the vocabulary consistently used throughout the book. The activities revise concepts previously introduced at other levels.

Answers

1. often, listen
2. arrive, different
3. Answers may vary. Examples include:
(a) strange/r/est/ly (b) noise/s/y/ier/iest
(c) arrive/s/ed/ing/al (d) trouble/s/ed/ing/some
(e) listen/s/ed/ing/er (f) laugh/s/ed/ing/ter/able
(g) picture/s/ed/ing (h) surprise/s/ed/ing
(i) thought/s/ful/less
4. (a) arrive (b) angry (c) caught
(d) bought (e) busy (f) different
5. Sentences will vary.
6. bought, every, laugh, listen, naughty, people, picture, surprise, thought, trouble
7. (a) ou – enough, country, thought, bought, trouble
(b) au – caught, laugh, naughty
8. (a) people (b) noise (c) trouble
9. Answers will vary. Examples include:
(a) drawing/painting/illustration (b) mad/cross/irate
(c) regularly/usually (d) weird/eerie/odd/unusual

Spelling – 2

strange enough angry often noise caught busy arrive different country
thought people picture laugh bought trouble listen surprise naughty every

1. Write the two words that contain a silent *t*.

2. _____ and _____ have double letters.

3. Add a suffix to each word.

(a) strange _____ (b) noise _____ (c) arrive _____

(d) trouble _____ (e) listen _____ (f) laugh _____

(g) picture _____ (h) surprise _____ (i) thought _____

4. Write a list word that is opposite in meaning.

(a) leave _____ (b) calm _____ (c) threw _____

(d) sold _____ (e) lazy _____ (f) same _____

5. Write each word in a sentence to show its meaning.

(a) enough _____

(b) naughty _____

(c) arrive _____

(d) often _____

(e) surprise _____

6. Write the last 10 words (those in the bottom line) in alphabetical order.

7. Write the words that contain:

(a) ou _____

(b) au _____

8. Unscramble these words.

(a) ppeeol _____ (b) esion _____ (c) ouebtrl _____

9. Write a word that means the same as:

(a) picture _____ (b) angry _____

(c) often _____ (d) strange _____

PUPIL NAME

TEACHER INFORMATION

The **plural** of a word indicates more than one person or thing.

Adding an **s** is the most common way to make most singular words **plural**.

- For words ending in **y**, with a vowel before the **y**, just add **s**; e.g. **boy—boys**.
- For words ending in **y**, with a consonant before the **y**, change the **y** to **i** and add **es**; e.g. **lady—ladies**. Note: Proper nouns do not change; add an **s** only; e.g. **Mr and Mrs Henry—The Henrys**.
- For words ending in **sh**, **ch**, **s** or **x**, add **es**; e.g. **dish—dishes**, **church—churches**, **box—boxes**, **dress—dresses**.
- For words ending in **f** or **fe**, change the **f** or **fe** to **v** and add **es**; e.g. **leaf—leaves**. Note: There are exceptions such as **chief**, **belief**, **chef** and **cafe**. (These words would sound strange with a **v** sound.)
- For some words ending in **o** add an **s**; e.g. **piano—pianos**, **avocado—avocados**, **radio—radios**.

For others, add **es**; e.g. **hero—heroes**, **tomato—tomatoes**, **potato—potatoes**, **cargo—cargoes**. Note: Some words ending in **o** now have two acceptable plural forms; e.g. **mosquitoes—mosquitos**, **buffaloes—buffalos**.

- For words that are hyphenated, add **s** to the main noun; e.g. **sister-in-law—sisters-in-law**.
- Some words retain the same form; e.g. **sheep**, **aircraft**, **fish**, **deer**.
- Some words change completely; e.g. **tooth—teeth**, **mouse—mice**, **child—children**, **foot—feet**.

Answers

1. answers, cousins, laughs, noises, pieces, thoughts

2. (a) lunches (b) crosses (c) boxes
(d) heroes (e) buzzes (f) blushes
(g) bosses (h) crunches

3. a, e, i, o, u

4. (a) tries (b) studies (c) countries
(d) parties (e) toys (f) monkeys

5. (a) churches, pictures
(b) sons, flowers
(c) eggs, slices
(d) curries, bowls, strawberries, mangoes/mangos
(e) pieces, tomatoes, sandwiches, peaches, boxes
(f) cousins, parents, parties, places

Plurals

1. Add an s to the words you can make plural.

angry _____ answer _____ cousin _____ early _____ arrive _____
laugh _____ noise _____ quiet _____ piece _____ thought _____

Rule: Add es if a word ends in ch, sh, ss, x and z, and to most words ending in o.

2. Write each word as a plural.

(a) lunch _____ (b) cross _____ (c) box _____ (d) hero _____
(e) buzz _____ (f) blush _____ (g) boss _____ (h) crunch _____

**Rule: Drop the y, add ies if a word has a consonant before the final y.
Keep the y, add s if a word has a vowel before the final y.**

3. Write the five vowels. _____

4. Underline the letter before the final y. Write each word as a plural.

(a) try _____ (b) study _____ (c) country _____
(d) party _____ (e) toy _____ (f) monkey _____

5. Correctly write the words in each sentence that should be plural.

(a) The two church were very old, but all of the picture inside them were lovely.

(b) When Rob marries Ellen, his two son will stand at the front near a vase of flower.

(c) Mum fried the four egg and toasted the four slice of bread.

(d) After we tried two different curry, we had two bowl of strawberry and mango.

(e) There were four piece of apple, two tomato, three sandwich and five peach in two small box.

(f) The four cousin went with their parent to two party at different place.

PUPIL NAME _____

TEACHER INFORMATION

The **base word** is the main part of the word; e.g. **independent**.

Prefixes and suffixes are added to a base word to change its meaning.

These new words are called **derivatives**.

Answers

1. (a) most (b) anger (c) way
(d) year (e) ask (f) fun
(g) finish (h) stop (i) try
(j) hear (k) ready (l) real
2. (a) resting, rested, rests, restful, unrested
(b) cares, cared, caring, uncaring, careful, carefully, careless
(c) agrees, agreed, agreeing, disagreed, disagreeing, agreement, disagreement
3. Answers will vary. Examples include:
(a) misses, missed, missing, missable, unmissable
(b) waters, watered, watering, unwatered
(c) hears, heard, hearing, unheard
(d) friends, friendly, unfriendly, friendship, friendless
(e) buries, buried, burying, unburied
4. Answers will vary. Examples include:
(a) highest/tallest
(b) Watching
(c) coldest, wettest
(d) eating, knocked
(e) crying, feeding

Base words

A **base word** is the main part of a word. Other words can be formed from a base word by adding prefixes and suffixes.

For example: open — opened — opening — unopened

1. Write each base word.

- | | | |
|----------------------|-------------------|------------------|
| (a) almost _____ | (b) angry _____ | (c) always _____ |
| (d) yearly _____ | (e) asked _____ | (f) funny _____ |
| (g) unfinished _____ | (h) stopped _____ | (i) tries _____ |
| (j) heard _____ | (k) already _____ | (l) really _____ |

2. Write the base words to complete these:

(a) I will rest.

I am _____ing.

I feel _____ed.

She _____s.

It is _____ful.

I am un _____ed.

(b) I care.

She _____s.

He _____d.

I am _____ing.

He is un _____ing.

She is _____ful.

He works _____fully.

I am _____less.

(c) I agree.

He _____s.

They _____d.

I am _____ing.

He dis _____d.

They are dis _____ing.

It's an _____ment.

It's a dis _____ment.

3. Write four new words for each base word.

- (a) miss _____
- (b) water _____
- (c) hear _____
- (d) friend _____
- (e) bury _____

4. Write a base word to finish each sentence.

- (a) The _____est mountain is Mt Everest.
- (b) _____ing too much television can become very boring.
- (c) Yesterday was the _____est day of winter.
- (d) While we were _____ing dinner, someone _____ed on the door.
- (e) The baby was _____ing, so Mum started _____ing her.

PUPIL NAME

TEACHER INFORMATION

The **prefix** is one or more letters added to the beginning of a base word to change its meaning; e.g. **dis**like, **un**happy, **re**play, **ir**responsible, **mis**understood, **im**proper, **dis**appear, **pre**heat, **il**legal.

Answers

1. (a) (i) dislike (ii) disobey
(iii) disagree (iv) disrespect
(b) Answers will vary.
(c) Answers will vary.
2. (a) (i) unusual (ii) unsure (iii) unpopular
(iv) unable (v) ungrateful (vi) unequal
(b) Words and sentences will vary.
3. Answers may vary.
(a) bicycle – two-wheeled cycle (b) biplane – two-winged plane
(c) bicolour – two colours (d) biweekly – twice a week
4. Answers will vary. Examples include:
(a) bilingual – French, Chinese, Japanese
(b) bifocal – far
(c) binoculars – eyes
(d) biped – rooster, duck, ostrich
(e) bikini – women, girls

Prefixes

A **prefix** is put in front of a base word.

1. **The prefix *dis-* means 'not' or 'apart'. Write *dis-* in front of each word.**

(a) (i) _____ like (ii) _____ obey (iii) _____ agree (iv) _____ respect

(b) Answer each question.

(i) Do you like or dislike cereal for breakfast? _____

(ii) Do you like or dislike animals? _____

(iii) Do you agree or disagree that chocolate tastes awful? _____

(iv) Do you show respect or disrespect for your teacher? _____

(c) Answer each question.

(i) Do you connect or disconnect when you turn something off? _____

(ii) Is there order or disorder in your bedroom? _____

(iii) Do you have an interest or disinterest in reading books? _____

(iv) Is it better to be loyal or disloyal to your friends? _____

2. (a) The prefix **un-** means 'not'. Write **un** in front of each word.

(i) _____ usual (ii) _____ sure (iii) _____ popular

(iv) _____ able (v) _____ grateful (vi) _____ equal

(b) Write three sentences, each including a word from above.

(i) _____

(ii) _____

(iii) _____

3. **The prefix *bi-* means 'two' or 'twice'. What does each word mean?**

(a) bicycle _____ (b) biplane _____

(c) bicolour _____ (d) biweekly _____

4. **Finish each sentence. Underline the words with the prefix *bi-*.**

(a) Jack was bilingual because he spoke Italian and _____.

(b) The bifocal glasses help her see up close and _____ away.

(c) You need to use both _____ to see clearly with binoculars.

(d) A _____ is a biped, or two-footed animal.

(e) A bikini is a two-piece swimming costume worn by _____.

PUPIL NAME

TEACHER INFORMATION

A **suffix** is one or more letters added to the end of a base word to add to its meaning; e.g. **careless**, **helpful**, **thinly**, **walker**, **agreement**, **talking**, **breakable**, **famous**, **neatness**, **selfish**.

Answers

1. (a) (i) arriving (ii) surprising (iii) troubling
(iv) exciting (v) placing (vi) writing
(vii) chasing (viii) inviting
(b) (i) exciting, arriving
(ii) inviting, writing
(iii) surprising, chasing
2. (a) placement (b) achievement (c) judgement
(d) enjoyment (e) employment (f) pavement
(g) statement (h) payment (i) management
(j) government
3. Answers will vary:
(a) achievement (b) arguments (c) enjoyment
(d) entertainment (e) employment
4. (a) actor – acts, performs a role
(b) doctor – uses medicine to treat people who are unwell
(c) sailor – sails on a vessel
(d) author – writes books, articles etc.
(e) editor – edits another person's writing/publisher's literary manager
(f) juror – is elected to sit on a jury to decide guilt or innocence in a trial
(g) illustrator – draws pictures

Suffixes

A **suffix** is added to the end of a base word.

1. (a) When adding the suffix **-ing**, drop the final **e**. Write a new word by adding **-ing**. (Don't forget to cross out the **e**.)

(i) arrive _____ (ii) surprise _____ (iii) trouble _____ (iv) excite _____
(v) place _____ (vi) write _____ (vii) chase _____ (viii) invite _____

- (b) Use the new words to complete the sentences.

(i) It was very _____ when I saw my hero _____ at the airport.

(ii) I decided I would be _____ six friends to my birthday, so I started
_____ the invitations.

(iii) It was quite _____ to watch my cat _____ the much bigger dog.

The suffix **-ment** means the 'result', 'quality' or 'state of'.

2. **Add the suffix -ment to each word.**

(a) place _____ (b) achieve _____ (c) judge _____ (d) enjoy _____ (e) employ _____
(f) pave _____ (g) state _____ (h) pay _____ (i) manage _____ (j) govern _____

3. **Underline the words with -ment and answer the questions.**

(a) What is your greatest achievement? _____

(b) Who do you have the most arguments with? _____

(c) What do you do for enjoyment? _____

(d) What entertainment do you like the most? _____

(e) What employment would you like when you are older? _____

The suffix **-or** means 'one who'.

4. **Complete these. Use a dictionary if you need to.**

(a) An **actor** is one who _____

(b) A **doctor** is one who _____

(c) A **sailor** is one who _____

(d) An **author** is one who _____

(e) An **editor** is one who _____

(f) A **juror** is one who _____

(g) An **illustrator** is one who _____

PUPIL NAME

Answers

1. (a) angry (b) cousin (c) answer (d) beautiful
2. (a) always, bought, caught, danger, people
(b) cousin, enough, instead, listen, often
(c) arrive, every, happen, naughty, strange
3. (a) across (b) beautiful (c) danger (d) table
4. (a) laugh, lend, listen, lose, lunch
(b) early, eighty, eleven, enough, every
(c) party, peace, piece, place, print
5. (a) almost, already, also, altogether, always
(b) station, steps, still, stopped, strange
(c) thank, then, think, thought, thump

Alphabetical order

1. Write the word in each list that comes first alphabetically.

- (a) _____ busy, finish, angry, often, noise, really, until
- (b) _____ weather, cousin, laugh, listen, instead, picture
- (c) _____ piece, quiet, during, danger, answer, different, every
- (d) _____ thought, trouble, beautiful, station, strange, surprise

2. Write each list in alphabetical order.

(a)	bought		(b)	listen		(c)	happen	
	caught			enough			naughty	
	always			instead			arrive	
	people			cousin			strange	
	danger			often			every	

3. The words in each group start with the same letter. Look at the second letter and write the word in each list that comes first alphabetically.

- (a) _____ angry, almost, arrive, across, asked
- (b) _____ bought, beautiful, busy, birthday, brother
- (c) _____ different, during, danger, does, December
- (d) _____ trouble, thought, together, turned, table

4. Write each list in alphabetical order.

(a)	listen		(b)	every		(c)	piece	
	laugh			early			peace	
	lose			enough			party	
	lunch			eleven			place	
	lend			eighty			print	

5. Look at the third letter. Rewrite each list in alphabetical order.

(a)	already		(b)	strange		(c)	thought	
	always			station			think	
	almost			stopped			thump	
	also			still			thank	
	altogether			steps			then	

PUPIL NAME

TEACHER INFORMATION

A **syllable** is a unit of sound which contains one vowel sound. All words are made up of one or more syllables.

Prefixes and suffixes are usually separate syllables; e.g. **im/prove/ment**.

Compound words have two or more syllables; e.g. **note/book, out/side, sun/shine**.

When a word has double consonants, separate syllables between these letters; e.g. **yel/low, scrib/ble, gram/mar**.

Words ending in **-tle, -ble, -dle, -ple, -gle, -cle, -fle** and **-zle** are usually separate syllables; e.g. **whis/tle, sta/ble, han/dle, sam/ple, jin/gle, trea/cle, ri/fle, puz/zle**.

Base words with a vowel–consonant–vowel pattern usually divide before the consonant; e.g. **po/lice, do/nor, o/pen, de/lete, a/gent, si/lent**.

Base words with a vowel–consonant–vowel–consonant pattern usually divide between the consonants; e.g. **doc/tor, pic/ture, cen/sus, con/cert**.

Answers

1. There are two syllables in each word.

- | | | | |
|------------|-----------|------------|------------|
| (a) finish | (b) until | (c) happen | (d) listen |
| (e) danger | (f) angry | | |

2. There are three syllables in each word.

- | | | | |
|---------------|---------------|-------------|--------------|
| (a) crocodile | (b) beautiful | (c) mineral | (d) November |
| (e) different | | | |

3. (a) act/or (b) paint/er (c) pay/ment (d) writ/ing
 (e) name/less (f) hard/er (g) dis/a/gree (h) un/e/qual
 (i) bi/sect (j) un/wrap (k) re/do (l) re/use
 (m) un/fair/ly (n) care/less/ly (o) re/paint/ed (p) re/wound
 (q) un/fold/ed

4. (a) some/time (b) some/one (c) some/how (d) with/out
 (e) out/side (f) in/side (g) to/day (h) staff/room
 (i) birth/day (j) air/port (k) sauce/pan (l) rain/bow

5. (a) hap/pen (b) dif/fer (c) muf/fin (d) ar/rive
 (e) din/ner (f) hol/low (g) hap/py (h) man/ner
 (i) fol/low (j) ham/mer (k) yel/low (l) puz/zle

6. Answers will vary.

Syllables

A **syllable** is a word or a part of a word. There is a vowel sound in every syllable.

1. Circle the vowel sounds and write how many syllables there are in each word.

- (a) finish (b) until (c) happen (d) listen (e) danger (f) angry

There are syllables in each word.

2. Circle the vowel sounds and write how many syllables there are in each word.

- (a) crocodile (b) beautiful (c) mineral (d) November (e) different

There are syllables in each word.

Rule 1: Prefixes and suffixes are usually separate syllables; e.g. teach/ing, care/less, dis/like, re/run, un/like/ly.

3. Show the syllables in each word.

- | | | | | |
|------------|--------------|--------------|----------------|---------------|
| (a) actor | (b) painter | (c) payment | (d) writing | (e) nameless |
| (f) harder | (g) disagree | (h) unequal | (i) bisect | (j) unwrap |
| (k) redo | (l) reuse | (m) unfairly | (n) carelessly | (o) repainted |
| (p) rewind | (q) unfolded | | | |

Rule 2: Compound words are separate syllables; e.g. foot/ball, net/ball, basket/ball, door/way, sun/set.

4. Show the syllables in each word.

- | | | | | |
|--------------|-------------|---------------|--------------|-------------|
| (a) sometime | (b) someone | (c) somehow | (d) without | (e) outside |
| (f) inside | (g) today | (h) staffroom | (i) birthday | (j) airport |
| (k) saucepan | (l) rainbow | | | |

Rule 3: When a word has double letters that sound like one consonant, separate between these letters; e.g. sum/mer, con/nect, pil/low, bet/ter, car/rot.

5. Show the syllables in each word.

- | | | | | |
|------------|------------|------------|------------|------------|
| (a) happen | (b) differ | (c) muffin | (d) arrive | (e) dinner |
| (f) hollow | (g) happy | (h) manner | (i) follow | (j) hammer |
| (k) yellow | (l) puzzle | | | |

6. (a) Write your full name. _____

(b) Show all the syllables. _____

(c) How many syllables altogether?

PUPIL NAME

TEACHER INFORMATION

Synonyms are words that are similar in meaning. Synonyms allow descriptions to be more precise and can avoid monotony. Although a group of words may be synonyms, there are usually slight differences in meaning; e.g. synonyms for **walk** include: **saunter, stroll, amble, pace, go, move, hike** and **stride**.

Answers

1. (a) almost (b) answer (c) beautiful
(d) finish (e) listen (f) piece
2. (a) whole (b) false (c) small
(d) hole (e) horrible
3. Answers will vary. Answers may include:
(a) simple (b) hard (c) close
(d) begin (e) unhappy (f) mad/cross
4. Answers may vary. Examples include:
(a) present, delightful/good/enjoyable
(b) skinny, shimmering/glittering
(c) smart, ideas
(d) rich, gave
(e) small, baby
(f) warm/hot/fine, crowd
5. Answers may vary. Examples include:
(a) ask – enquire, request, invite
(b) good – decent, enjoyable, nice, fine, pleasant, lovely
(c) quick – fast, rapid, speedy, swift, sudden, brief
(d) dirty – filthy, unclean, grimy, mucky, grubby, soiled

Synonyms

Synonyms are words that have the same or a similar meaning.

1. Choose a synonym from the list to match each word.

answer piece almost finish beautiful listen

- (a) nearly _____ (b) reply _____ (c) pretty _____
 (d) end _____ (e) hear _____ (f) part _____

2. Write the word that is not a synonym.

(a)	bit part whole piece section	(b)	right correct true false exact	(c)	small large big huge enormous	(d)	whole entire hole all total	(e)	wonderful terrific fantastic horrible awesome

3. Write a synonym for each word.

- (a) easy _____ (b) difficult _____ (c) near _____
 (d) start _____ (e) sad _____ (f) angry _____

4. Rewrite each sentence using a synonym for the words in bold.

- (a) On my birthday I got a **gift** that was very **nice**.

- (b) The **thin** lady wore a **sparkling** silver dress.

- (c) The **clever** pupil had lots of **thoughts** to share.

- (d) The **wealthy** couple **donated** money to a charity.

- (e) The **tiny** **infant** was sleeping near his parents.

- (f) We went to the beach on a **nice** day and saw a **lot** of people.

5. Write two synonyms for each word.

- (a) ask _____ (b) good _____
 (c) quick _____ (d) dirty _____

PUPIL NAME

TEACHER INFORMATION

Antonyms are words that are opposite in meaning. Antonyms can add a contrast in description or feeling. Many words take a prefix to create an antonym; e.g. **happy**—**unhappy**.

Answers

1. (a) never (b) answer (c) arrive
(d) bought (e) different (f) early
2. Answers may vary. Examples include:
(a) fastest (b) quiet (c) rough
(d) deep (e) laugh (f) west
3. (a) yesterday, tomorrow
(b) clean, dirty
(c) friend, enemy
(d) freeze, melt
4. Answers will vary and may include:
(a) back, quickly
(b) sister, bigger, tall
(c) day, warm, noisily, outside
(d) young, woman, standing, closed
(e) answers, she, right, easy
5. Answers will vary. The antonyms are:
(a) sure, unsure
(b) popular, unpopular
(c) country, city
(d) well-balanced, naughty
(e) hot summer days, cold winter nights

Antonyms

Antonyms are words that are opposite in meaning.

1. Choose an antonym from the list to match each word.

different never early bought answer arrive

- (a) always _____ (b) question _____ (c) leave _____
 (d) sold _____ (e) same _____ (f) late _____

2. Write an antonym for each word.

- (a) slowest _____ (b) noisy _____ (c) smooth _____
 (d) shallow _____ (e) cry _____ (f) east _____

3. Circle the two antonyms in each list.

- | | | | | | | | |
|-----|---|-----|--|-----|--|-----|--|
| (a) | <div style="border: 1px solid black; padding: 5px; display: inline-block;"> yesterday
Monday
morning
tomorrow
midday </div> | (b) | <div style="border: 1px solid black; padding: 5px; display: inline-block;"> clean
nice
dirty
shiny
smooth </div> | (c) | <div style="border: 1px solid black; padding: 5px; display: inline-block;"> person
adult
friend
someone
enemy </div> | (d) | <div style="border: 1px solid black; padding: 5px; display: inline-block;"> fridge
freeze
freezing
ice
melt </div> |
|-----|---|-----|--|-----|--|-----|--|

4. Rewrite each sentence using an antonym for the underlined words.

- (a) Trent sat in the front of the car that was moving slowly.

- (b) My brother is smaller than I am and is very short.

- (c) The night was cool so we played quietly inside.

- (d) The old man was sitting near the open shops.

- (e) The questions he got wrong were difficult.

5. Answer the questions. Circle the antonyms.

- (a) Are you sure or unsure about what antonyms are? _____
 (b) Are video games popular or unpopular with your friends? _____
 (c) Would you prefer to live in the country or city? _____
 (d) Are you well-behaved or naughty at home? _____
 (e) Do you prefer hot summer days or cold winter nights? _____

PUPIL NAME

TEACHER INFORMATION

Homophones are words that sound the same but have different meanings; e.g. **cereal** – **serial**, **know** – **no**, **feat** – **feet**, **stare** – **stair**.

Homographs are words that are spelt the same but have different meanings and may or may not sound the same.

Examples:

- **bow** (rhymes with cow)—a verb meaning to bend the body as a sign of respect
- **bow** (rhymes with low)—a noun meaning a looped knot
- **fair**—a noun meaning a group of sideshows
- **fair**—an adjective meaning not cloudy.

Answers

- | | |
|-----------|------------|
| (a) find | (b) fined |
| (c) wear | (d) where |
| (e) mane | (f) main |
| (g) steal | (h) steel |
| (i) court | (j) caught |
- | | | | | |
|-----------|----------|-----------|-----------|-----------|
| (a) peace | (h) hole | (c) threw | (d) heard | (e) berry |
| (f) seem | (g) knot | (h) right | (i) scent | |
- | |
|--------------------|
| (a) road, rowed |
| (b) too, two |
| (c) there, they're |
| (d) wear, where |
- Sentences will vary. Word meanings are:
 - (a) board – a thin piece of timber; a group of supervisors
 - (b) mean – nasty; average; intent
 - (c) fair – light; even; fete
 - (d) band – group of musicians; rubber band; unite
 - (e) lie – untruth; recline

Homophones and homographs

Homophones are words that sound the same but have different meanings.

1. Write the correct word for each sentence.

- (a) I can't _____ my book. find fined (b) She was _____ for speeding.
- (c) We have to _____ a uniform. where wear (d) I don't know _____ it is.
- (e) The horse had a long _____. main mane (f) What is the _____ idea?
- (g) I did not _____ that money! steal steel (h) The _____ structure was solid.
- (i) They played on a tennis _____. caught court (j) She _____ the train home.

Homographs are words that are spelt the same but have different meanings.

They may or may not sound the same.

Let's take a **break**. Don't **break** that. I feel **fine**. It's a **fine** day. I paid the **fine**.

2. Write a homophone for each word.

- (a) piece _____ (b) whole _____ (c) through _____
- (d) herd _____ (e) bury _____ (f) seam _____
- (g) not _____ (h) write _____ (i) cent _____

3. Complete the sentences with three homophones.

- (a) She rode her bike on the _____, then _____ her boat on the river.
- (b) When I went to the store there were _____ many DVDs, but I chose _____.
- (c) Their gifts are over _____ and _____ all going to open them.
- (d) We're going to _____ our hats when we know _____ we are going.

4. Write two sentences to show different meanings for each word.

- (a) board _____

- (b) mean _____

- (c) fair _____

- (d) band _____

- (e) lie _____

PUPIL NAME

TEACHER INFORMATION

A **compound word** is formed by joining two or more words together.

Examples include:

- waterfall, desktop, notebook, driveway, football, daybreak, nightfall, downcast, halfway, footloose, fireproof, hard-wearing, long-sighted, three-quarters, do-it-yourself.

Answers

1. staircase, bathroom, toothache, eyelash, fingerprint, shipwreck, peppermint, motorcycle
2. Answers will vary. Examples include:
 - (a) some – one, body, where, thing, times, day, how, hand, lone
 - (b) under – arm, pass, pay, cut, feed, foot, line, go, done
 - (c) back – burn, fire, water, drop, side, stroke, ward, ground, hand, lash
 - (d) over – play, run, stuff, thrown, work, time, sight, joyed, coat, all, do, dose, look
3.
 - (a) aircraft
 - (b) password
 - (c) rainfall
 - (d) lifesaver
 - (e) earthquake
 - (f) frostbite
4. Sentence answers will vary.

Compound words

1. Match words from each list and write eight compound words.

stair bath tooth eye finger ship pepper motor

wreck ache case cycle lash mint print room

2. Write four words that can be added to make compound words.

(a)	some	(b)	under	(c)	back	(d)	over

3. Write a compound word to complete each sentence.

- (a) The a_____c_____ from Los Angeles landed in Sydney.
- (b) I had to use my p_____w_____ to log onto the computer.
- (c) The r_____f_____ was so extreme that our small town was flooded.
- (d) We watched the surf l_____s_____ swim out to rescue the child.
- (e) When the e_____q_____ struck, the ground and buildings shook.
- (f) He was lost in the snow so long that his fingers and toes had f_____b_____.

4. Write sentences using the two compound words given.

- (a) pineapple watermelon _____
- _____
- (b) cobweb butterfly _____
- _____
- (c) bedtime pillowcase _____
- _____
- (d) sunshine surfboard _____
- _____
- (e) tryout basketball _____
- _____
- (f) laptop standby _____
- _____

PUPIL NAME

TEACHER INFORMATION

A **contraction** is a shortened form of two words where an apostrophe is used to replace the letters omitted; e.g. I **am** – **I'm**, she **is** – **she's**, will **not** – **won't**, are **not** – **aren't**, they **are** – **they're**.

Answers

1. (a) I'm (b) she's (c) he's (d) it's (e) that's
(f) I've (g) she's (h) he's (i) it's (j) that's
(k) I'll (l) she'll (m) he'll (n) it'll (o) that'll
(p) we'll
2. (a) **You're** a nice person.
(b) Do you think **they've** a chance of winning the game?
(c) I'm not sure if **they're** going to the beach.
(d) I think **you've** got to tidy up first.
3. (a) couldn't (b) wouldn't (c) shouldn't (d) hasn't
(e) haven't (f) doesn't (g) wasn't (h) weren't
(i) aren't (j) hadn't (k) don't (l) isn't
4. (a) I'd (b) she'd (c) he'd
(d) we'd (e) they'd (f) you'd
5. (a) I've, we'll
(b) She's, they'll, don't
(c) couldn't, he'd, I'm
(d) You'll, wasn't, don't
(e) we'll, we've, won't

Contractions

1. Write the contraction for each.

- (a) I am _____ (b) she is _____ (c) he is _____ (d) it is _____
 (e) that is _____ (f) I have _____ (g) she has _____ (h) he has _____
 (i) it has _____ (j) that has _____ (k) I will _____ (l) she will _____
 (m) he will _____ (n) it will _____ (o) that will _____ (p) we will _____

To shorten **are**, drop the **a** and use an apostrophe; e.g. we are – we're.
 To shorten **have**, drop the **ha** and use an apostrophe; e.g. we have – we've.

2. Rewrite these sentences using the contraction.

- (a) You are a nice person. _____
 (b) Do you think they have a chance of winning the game?

 (c) I'm not sure if they are going to the beach. _____
 (d) I think you have got to tidy up first. _____

To shorten **not**, drop the **o** and use an apostrophe; e.g. is not – isn't.

3. Write the contraction for each.

- (a) could not _____ (b) would not _____ (c) should not _____
 (d) has not _____ (e) have not _____ (f) does not _____
 (g) was not _____ (h) were not _____ (i) are not _____
 (j) had not _____ (k) do not _____ (l) is not _____

To shorten **would**, drop all letters except **d** and use an apostrophe.

4. Write the contraction for each.

- (a) I would _____ (b) she would _____ (c) he would _____
 (d) we would _____ (e) they would _____ (f) you would _____

5. Show where the apostrophe should be in each contraction.

- (a) Ive got a feeling well be working hard today.
 (b) Shes sure theyll arrive soon even if they dont know the exact route.
 (c) I couldnt remember if hed read this book, but Im going to.
 (d) Youll have to give me the news because I wasnt there and dont know what happened.
 (e) Well go shopping so weve got enough food and wont run out.

PUPIL NAME

TEACHER INFORMATION

An **abbreviation** is a word written in a shortened form. Generally, a full stop is used to show that part of the word is missing:

- population—pop. tablespoon—tbsp.

No full stop is used when the first and last letters are used;

- Doctor—Dr Road—Rd

Abbreviations which consist of more than one capital letter do not generally require full stops;

- DOB (date of birth) PO (post office)

Answers

1. (a) rd (b) st (c) ave (d) yr (e) ea.
(f) pd (g) sec. (h) min. (i) hr (j) tel.
(k) p. (l) no.

2. (a) rd yr pd hr st ave
(b) ea. sec. min. tel. p. no.

3. Sunday – Sun. Monday – Mon. Tuesday – Tues.
Wednesday – Wed. Thursday – Thurs. Friday – Fri.
Saturday – Sat.

4. January – Jan. February – Feb. March – Mar.
April – Apr. May – May June – Jun.
July – Jul. August – Aug. September – Sept.
October – Oct. November – Nov. December – Dec.

5. (a) answer (b) forward (c) chapter/chaplain (d) square
(e) Doctor (f) Mister (g) Mistress (h) book

6. Answers will vary. Examples include:
del., esc., alt., http, URL

Abbreviated words

An **abbreviation** is a shortened form of a word.

Abbreviations that use the first and last letter of a word **do not** need a full stop.

Abbreviations that do not use the last letter of a word **do** need a full stop.

1. *Write the matching abbreviations and add full stops for the words that require them.*

(a) road _____ (b) street _____ (c) avenue _____ (d) year _____

(e) each _____ (f) paid _____ (g) second _____ (h) minute _____

(i) hour _____ (j) telephone _____ (k) page _____ (l) number _____

p st ea min tel no pd rd hr ave sec yr

2. (a) Write the abbreviations that don't use a full stop.

(b) Write the abbreviations that do use a full stop.

3. *Write the days of the week with an abbreviation for each.*

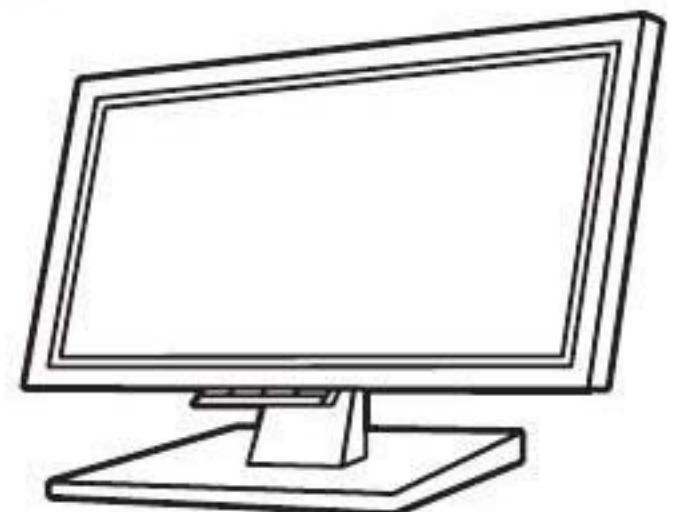
4. *Write the months of the year with an abbreviation for each.*

5. *Write the full word for these abbreviations.*

(a) ans. _____ (b) fwd _____ (c) chap. _____ (d) sq. _____

(e) Dr _____ (f) Mr _____ (g) Mrs _____ (h) bk _____

6. *Make a list of abbreviations you would see or use on the computer.*



PUPIL NAME

TEACHER INFORMATION

Consonants which form digraphs (i.e. two letters making one sound) with other consonants include:

- **b**—after **m**; e.g. **bomb**, **thumb**
- **g**—before **n**; e.g. **sign**, **gnome**, and with **h**; e.g. **ghost**
- **k**—before **n**; e.g. **knee**, **knife**
- **l**—e.g. **calm**, **talk**
- **n**—after **m**; e.g. **hymn**, **autumn**
- **p**—before **n**, **s** and **t**; e.g. **pneumonia**, **psychology**, **pterodactyl**
- **t**—after **s**; e.g. **castle**, **listen**, **rustle**
- **w**—before **r**; e.g. **write**, **wring**, and before **h**; e.g. **whole**

Some consonants are silent when in a digraph with a vowel; e.g. **island**, **honest**.

Answers

- (a) **g** – **gnat**, **sign**, **gnome**, **gnaw**
h – **honest**, **hour**, **rhubarb**, **whip**, **honour**
n – **autumn**, **hymn**, **solemn**, **column**
t – **listen**, **castle**, **rustle**, **watch**, **hustle**
w – **answer**, **wrong**, **wrist**, **wrinkle**, **whole**, **writer**

(b) (i) **hymn** (ii) **autumn** (iii) **gnome**
 (iv) **solemn** (v) **whole** (vi) **gnat**
- Answers will vary.
- (a) **giraffe** (b) **funny/furry** (c) **puppy/putty**
 (d) **better** (e) **arrive** (f) **happen**
 (g) **different** (h) **manner/matter** (i) **difficult**
 (j) **hiccup**
- (a) **hugged** (b) **stirred** (c) **cancelled**
 (d) **equalled** (e) **wrapped** (f) **kidnapped**
 (g) **mobbed** (h) **knitted**
- (a) Answers will vary. Examples include:
 silent b – **bomb**, **comb**, **climb**, **thumb**, **crumb**, **plumber**, **doubt**
 ss – **cross**, **miss**, **lesson**, **bossy**, **messy**, **fussy**, **gossip**

(b) Sentences will vary.

Double and silent consonants

1. (a) Sort these words into five groups to show the silent consonants.

answer listen honest gnat autumn castle wrong hour
sign wrist rustle rhubarb gnome hymn watch wrinkle
whip solemn whole honour gnaw column hustle writer

silent g	silent h	silent n	silent t	silent w

(b) Match a word above to each meaning.

- (i) A song sung in church. _____
- (ii) A season of the year _____
- (iii) A garden ornament _____
- (iv) Serious _____
- (v) Four quarters equal this. _____
- (vi) A small insect _____

2. Write a 'What am I' for the word given.

- (a) castle – I am _____
- (b) hour – I am _____
- (c) wrinkle – I am _____
- (d) answer – I am _____
- (e) rhubarb – I am _____
- (f) sign – I am _____

3. Write the missing double consonants in each of these words.

- (a) gira_____e (b) fu_____y (c) pu_____y (d) be_____er
- (e) a_____ive (f) ha_____en (g) di_____erent (h) ma_____er
- (i) di_____icult (j) hi_____up

4. Double the final consonant to add ed to these words; e.g. rob – robbed.

- (a) hug_____ (b) stir_____ (c) cancel_____ (d) equal_____
- (e) wrap_____ (f) kidnap_____ (g) mob_____ (h) knit_____

5. (a) Write one word with a silent b: _____, and one with a double ss: _____.
Use both words in a sentence.

(b) _____

Answers

1. (a) angry (b) early (c) already (d) country (e) every
(f) really (g) naughty (h) busy
2. (a) piece (b) believe (c) weighed (d) neighbour
(e) achieve (f) quiet
3. The words spelt incorrectly are:
(a) already (b) arrive (d) listen (e) until
(f) forty (h) surprise (j) cousin (k) Wednesday
(l) autumn
4. (a) I saw two beautiful puppies playing on the grass.
(b) It's almost time to finish the day at school.
(c) A strange surprise arrived when I answered the door.
(d) I laughed at the picture she'd drawn of the people in the neighbourhood.
(e) My younger cousin was making too much noise.
(f) My sister often gets up really early to use the computer.
5. (a) above (b) heard (c) often (d) country
(e) happen (f) party (g) trouble (h) summer (i) always

Identifying correct spelling

1. Rewrite these words correctly.

- (a) angri _____ (b) earli _____ (c) already _____ (d) countri _____
 (e) evri _____ (f) reali _____ (g) nauti _____ (h) buzi _____

**Rule: *ie* or *ei*? We usually write *i* before *e*, except after *c*; e.g. friend.
 Write *ei* when the vowel sounds like an *a*; e.g. weight.**

2. Complete these words by adding *ie* or *ei*.

- (a) A p_____ce of paper. (b) I bel_____ve you. (c) I w_____ghed myself.
 (d) My n_____ghbour is nice (e) I ach_____ve a lot. (f) It's very qu_____t.

3. Decide which words are spelt incorrectly and write them correctly.

- (a) allready _____ (b) arive _____ (c) during _____
 (d) listin _____ (e) untill _____ (f) fourty _____
 (g) picture _____ (h) suprise _____ (i) laugh _____
 (j) cousen _____ (k) Wensday _____ (l) autum _____

4. Underline the words spelt incorrectly. Rewrite each word correctly.

- (a) I saw too beautiful puppys playing on the grass.

- (b) It's allmost time to finnish the day at schoul.

- (c) A strang suprise arived wen I ansered the door.

- (d) I lufed at the piture she'd drwn of the peopl in the nieghbouhood.

- (e) My youngar cusin was makeing two much nois.

- (f) My sistar oftwn gets up realy earrli to use the computer.

5. Unscramble these words.

- (a) abveo _____ (b) dhear _____ (c) netfo _____
 (d) tryunco _____ (e) pphane _____ (f) rypta _____
 (g) terlobu _____ (h) muersm _____ (i) saalwy _____

PUPIL NAME

TEACHER INFORMATION

This is a sample of a dictionary entry for the word **key**.

Key /ki/ n., pl. keys, adj., v., keyed, keyring **1.** an instrument for fastening or opening a lock. **2.** a means of understanding, solving etc.: *the key to a problem*. **3.** a book or the like containing the solutions or translations of material. **4.** the system or pattern used to decode. **5.** an explanation of symbols used on a map etc. **6.** one of a set of buttons or levers pushed to operate a typewriter, keyboard, piano etc. **7.** tone or pitch **8.** (mus.) system of related notes. **9.** (bldg.) To prepare a surface by grooving, roughening etc. to receive paint. [ME key(e), kay(e) OF kei, kai]

The entry word (**Key**) shows how to spell the word.

Pronunciation (/ki/) shows how to say the word.

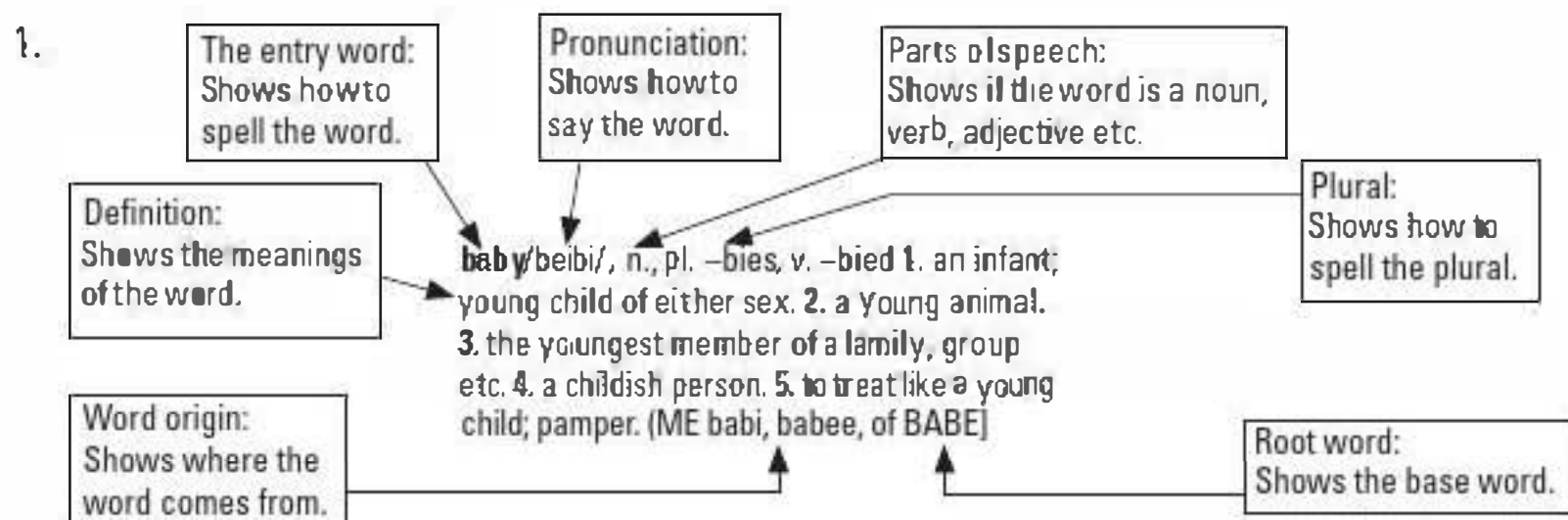
Part of speech (n.) shows if the word is a noun, verb, adjective, etc.

Definition (1.–9.) shows the meanings of the word.

Usage (*the key to a problem*) shows how to use the word in a sentence.

Word origin ([ME—Middle English]) shows where the word comes from.

Answers



2. (a) The word is in bold because it is the entry or main word.

- (b) noun
- (c) babies
- (d) five
- (e) babi, babee
- (f) babe

3. Sentences will vary. Word meanings include:

- (a) finish – to end, type of coating; e.g. painted
- (b) station – train station etc; send to or place; e.g. stationed in Iraq
- (c) draw – illustrate, attract; e.g. draw to, drawn game, draw from a hat
- (d) press – push, flatten, iron, urge

4. Answers may include:

- (a) head – ache, phone, count, dress, band, first, frame, gate, gear, high, light, land, less, line, lock, long, man, master, piece, pin, quarters, race, rest, room, sail, scarf, set, ship
- (b) sea – side, horse, bag, bed, bird, board, born, coast, food, fowl, front, going, grass, gull, lion, man, mark, port, shore, shell, wall, ward, water, way, weed, worthy

Using a dictionary

1. Match the labels to the information from a dictionary.

The entry word:
Shows how to spell the word.

Pronunciation:
Shows how to say the word.

Parts of speech:
Shows if the word is a noun, verb, adjective etc.

Plural:
Shows how to spell the plural.

Definition:
Shows the meanings of the word.

Word origin:
Shows where the word comes from.

baby/beibi/, n., pl. –bies, v. –bied **1.** an infant; young child of either sex. **2.** a young animal. **3.** the youngest member of a family, group etc. **4.** a childish person. **5.** to treat like a young child; pamper. (ME *babi*, *babee*, of *BABE*)

Root word:
Shows the base word.

2. (a) Why do you think the word **baby** is printed in bold? _____
- (b) Is the word **baby** a noun, adjective, adverb or conjunction? _____
- (c) Write the plural for **baby**. _____
- (d) How many meanings are given for the word **baby**? _____
- (e) The abbreviation **ME** stands for Middle English.
How was the word **baby** written during this time? _____
- (f) What is the base word of **baby**? _____

3. Find each word in a dictionary. Write two sentences to show the different meanings of each word.

- (a) finish _____
- (b) station _____
- (c) draw _____
- (d) press _____

4. Look up the given word. Write at least 10 words that can be added to form compound words.

(a) head ache phone	(b) sea side horse
-------------------------------	------------------------------

PUPIL NAME

Answers

1. (a) We walked **along** the footpath to get to school.
It was such a **long** way to walk.
 - (b) We want to visit a **round** building in the city.
I think we drove **around** in circles before we got there.
 - (c) I can't find **anyone** of the books I need from the library.
Did you know that **anyone** can borrow from the library?
 - (d) I had two **everyday** jobs to do at home.
I had to do them **every day** after school.
 - (e) I don't think I would have liked the film **anyway**.
I will help in **any way** I can.
 - (f) The teacher spoke in a **loud** voice so we could hear.
Jane read **aloud** from the book.
2. Sentences will vary.
3. (a) already (b) always (c) alright
(d) altogether (e) almost (f) although

One or two words?

Some words are always written as one; e.g. today, tonight, tomorrow, together.
Others can be written as a single word (**always**) and as a word pair (**all ways**).
The single word and word pair may **sound** the same, but their spelling and meaning are different.

1. Write the correct single word or word pair in each sentence.

- | | | | |
|------------|-----|-----------------------|--|
| PUPIL NAME | (a) | along
a long | We walked _____ the footpath to get to school.
It was such _____ way to walk. |
| | (b) | around
a round | We went to visit _____ building in the city.
I think we drove _____ in circles before we got there. |
| | (c) | anyone
anyone | I can't find _____ of the books I need from the library.
Did you know that _____ can borrow from the library? |
| | (d) | everyday
every day | I had two _____ jobs to do at home.
I had to do them _____ after school. |
| | (e) | anyway
any way | I don't think I would have liked the film _____.
I will help in _____ I can. |
| | (f) | aloud
a loud | The teacher spoke in _____ voice so we could hear.
Jane read _____ from the book. |

2. Write a sentence for each.

- (a) together _____
- (b) almost _____
- (c) maybe _____
- (d) may be _____
- (e) any body _____
- (f) anybody _____
- (g) everyone _____
- (h) every one _____

3. Write the single word for each.

- | | |
|---------------------|------------------------|
| (a) all ready _____ | (b) all ways _____ |
| (c) all right _____ | (d) all together _____ |
| (e) all most _____ | (f) all though _____ |

TEACHER INFORMATION

A **capital letter** is used:

- to start a sentence; e.g. **S**he is here today.
- for the pronoun **I**, including **I**'m, **I**'ve, **I**'ll and **I**'d
- as the first letter of a proper noun; e.g. **I**reland, **T**homas, **P**acific **O**cean
- to start direct speech; e.g. I said, '**S**he is here today'.
- for the initial letter and proper nouns in titles of books, films etc.; e.g. ***B**lack **B**eauty, **F**inding **N**emo.*

Prim-Ed Publishing® employs minimal capitalisation for titles of books and other publications, as recommended by the *Style manual for authors, editors and printers*, sixth edition, 2002.

Answers

1. (a) She can read.
(b) Amanda
(c) Singapore
(d) West Street
(e) Wednesday
(f) February
(g) New Year's Day
(h) *High school musical*
(i) Prime Minister
(j) Tower of London
2. (a) Emma and I went to see the final **H**arry **P**otter film.
(b) My sister moved from **N**ew **Y**ork to **T**oronto last **J**uly.
(c) **P**rince **C**harles has a son called **P**rince **W**illiam.
(d) **O**ur family is going to an **E**aster service in **W**estminster **A**bbey.
(e) **U**ncle **M**ax wants to climb **M**ount **E**verest and visit **L**ondon.
(f) **I**ndia and **E**ngland are playing cricket at the **M**aryborough **C**ricket **C**lub.
3. (a) – (f) Answers will vary.
(g) January, June, July
(h) Saturday, Sunday

Capital letters

1. Write one of the examples next to each use of a capital letter.

Wednesday	Prime Minister	Amanda	West Street	She can read.
High school musical	February	Tower of London	Singapore	New Year's Day

- (a) The beginning of a sentence _____
- (b) People's names _____
- (c) Names of places _____
- (d) Names of streets, roads etc. _____
- (e) Names of days _____
- (f) Names of months _____
- (g) Names of special days _____
- (h) Titles of books, films, songs etc. _____
- (i) Title of a person _____
- (j) Names of buildings _____

2. Show where the capital letters should be.

- (a) emma and i went to see the final harry potter film.
- (b) my sister moved from new york to toronto last july.
- (c) prince charles has a son called prince william.
- (d) our family is going to an easter service in westminster abbey.
- (e) uncle max wants to climb mount everest and visit london.
- (f) india and england are playing cricket at the maryborough cricket club.

3. Use capital letters when you answer these questions.

- (a) Who is your favourite sports team? _____
- (b) What is the most famous building in your city/town? _____
- (c) Who are the two people sitting closest to you? _____
- (d) What is your favourite film? _____
- (e) What special day is the most important to you? _____
- (f) What street do you live on? _____
- (g) Which months begin with 'J'? _____
- (h) Which days make up the weekend? _____

PUPIL NAME

TEACHER INFORMATION

A **full stop** (.) is used:

- to show the end of a statement; e.g. She went to school.
- for abbreviations when only the first part of the word is used; e.g. Feb., Capt.

Answers

- (a) I think we are almost ready to go. **We** are driving to the beach.
 (b) I always finish my homework. I complete it before dinner.
 (c) I don't know the answer. **Please** ask the question again.
 (d) The country I'd most like to visit is Spain. I will have to save a lot of money to get there.
 (e) My brothers play football. **They** are both in the same team.
 (f) I've had enough of the hot weather. I'll be glad when it's winter.
- (a) 26 Jan. (b) para. (e) etc.
 (i) 4.15pm (j) 10.11.2011 (k) 7.3m
- (a) Mum and I went to the shops. (b) Troy likes the game. (c) I want to see Sam.
 I liked the colours. He is a good player. We might ride.
 We were happy to arrive home. His brother plays too.
- Sentence answers will vary.
- A perfect day for me would happen during summer. I would wake up with the sun.
Dad would have breakfast with me on the patio. **When** I was dressed, I would ride to my cousin's house. **We'd** both go for a swim in their pool. **My** Aunt Kate would make us lunch. Ben and I would watch a DVD. I'd then ride back home and read my book.

Full stops

PUPIL NAME

1. Show where the full stops should be. Add a capital letter where needed.

- (a) I think we are almost ready to go we are driving to the beach
- (b) I always finish my homework I complete it before dinner
- (c) I don't know the answer please ask the question again
- (d) The country I'd most like to visit is Spain I will have to save a lot of money to get there
- (e) My brothers play football they are both in the same team
- (f) I've had enough of the hot weather I'll be glad when it's winter

2. Tick the boxes to show where full stops have been used correctly.

- | | | | |
|--------------------------------------|---|---|---|
| (a) ☐ 26 Jan. | (b) ☐ para. | (c) ☐ R.S.P.C.A | (d) ☐ <div style="border: 1px solid black; padding: 2px; display: inline-block;">EXIT.</div> |
| (e) ☐ etc. | (f) ☐ J.K. Rowling | (g) ☐ Who are you. | (h) ☐ <div style="border: 1px solid black; padding: 2px; display: inline-block;">bread. butter.
milk. juice.
eggs.</div> |
| (i) ☐ 4.15 pm | (j) ☐ 10.11.2011 | (k) ☐ 7.3 m | (l) ☐ T.V. |

3. Add a full stop where it is needed.

- | | | |
|---------------------------------|-------------------------|-------------------|
| (a) Mum and I went to the shops | (b) Troy likes the game | (c) Can I go out |
| We bought a | He is a good player | I want to see Sam |
| I liked the colours | I think he | We might ride |
| We were happy to arrive home | His brother plays too | It's fun to |

4. Use the words given to write two short related sentences. Use full stops.

- (a) thought _____
- noise _____
- (b) laugh _____
- picture _____
- (c) danger _____
- strange _____
- (d) angry _____
- answer _____

5. Show where the full stops should be. Add a capital letter where needed.

A perfect day for me would happen during summer I would wake up with the sun dad would have breakfast with me on the patio when I was dressed, I would ride to my cousin's house we'd both go for a swim in their pool my Aunt Kate would make us lunch Ben and I would watch a DVD I'd then ride back home and read my book

TEACHER INFORMATION

A **question mark** { ? } is used:

- at the end of a sentence that asks a question; e.g. How are you?
- in direct and reported speech where a question is asked; e.g. 'How are you?' she asked.

Answers

1. A question mark should be placed at the end of each question. Answers will vary.
2. Questions will vary.
3. Answers will vary.
4. Answers will vary. Possible answers include:
 - (a) 'Is the answer right?' he asked.
 - (b) 'When will the game finish?' he asked.
 - (c) 'When will you be home?' Mum asked.
 - (d) 'Could I have a drink of water?' I asked.
 - (e) The teacher asked, 'Can you stop talking?'

Question marks

A **question mark** is used at the end of a sentence which asks something.

1. Show where the question marks should be and answer the questions.

- (a) Whattime do you usually arrive at school _____
- (b) What makes you feel angry _____
- (c) What do you like to do during a quiet time _____
- (d) What's the best surprise you've had _____
- (e) What do you most like doing on a computer _____

2. Write a question for each answer given.

- (a) It ends at 5 o'clock. _____
- (b) I like swimming atthe beach. _____
- (c) At the train station. _____
- (d) I ate cereal. _____
- (e) It's the 26th of January. _____

3. Answer the questions about your bedroom.

- (a) How many pillows do you have? _____
- (b) Do you have blankets or a duvet? _____
- (c) What things are on the walls? _____
- (d) What furniture do you have besides a bed? _____
- (e) What type of window coverings do you have? _____

Some sentences tell you a question has been asked but are not actual questions, and so do not need a question mark.

For example: **She asked him to tell her the quickest way home.**
The question might be: **'Which is the quickest way home?' she asked.**

4. Write each sentence as a question.

- (a) He asked ifthe answer was right. _____
- (b) He asked when the game would finish. _____
- (c) Mum asked when I would be home. _____
- (d) I asked if I could have a drink of water. _____
- (e) The teacher asked me to stop talking. _____

PUPIL NAME

TEACHER INFORMATION

An **exclamation mark** (!) is used to show a strong feeling; e.g. That's brilliant! Ouch!

Answers

1. (a) I had an awesome time at the party!
(b) I heard a woman shout, 'There's a fire! Call the fire brigade.'
(c) There you are! I've been looking for you everywhere.
(d) That tastes disgusting! I won't be trying that again.
(e) My little sister shouted, 'Keep away from my toys!'
(f) Ouch! That really hurt!
(g) I can't stand all this noise! Be quiet!
(h) Wow! That was the best film I've ever seen!
(i) Oops! I can't believe I did that again!
2. Answers will vary.
3. Answers may vary.
(a) Look at those dolphins! I'd like to swim near them. They are just beautiful.
(b) I really enjoyed the film. It was fantastic!
(c) Come over here! What do you think? I knew you would love it.
(d) Don't jump on the bed! Get off it now! Why don't you play outside?
(e) I was so scared, I could hardly watch the TV! I was glad when the show was over..
4. Individual answer required.

Exclamation marks

A **exclamation mark** is used at the end of a sentence to show a strong feeling. It can mark humour, surprise, excitement, anger and fear. It can also show someone is shouting or giving an order. A quoted exclamation mark is included within the quotation marks.

1. Show where the exclamation mark should be.

- | | |
|--|---|
| (a) I had an awesome time at the party | (e) My little sister shouted, 'Keep away from my toys ' |
| (b) I heard the woman shout, 'There's a fire Call the fire brigade ' | (f) Ouch That really hurt |
| (c) There you are I've been looking for you everywhere. | (g) I can't stand all this noise Be quiet |
| (d) That tastes disgusting I won't be trying that again. | (h) Wow That was the best film I've ever seen |
| | (i) Oops I can't believe I did that again |

2. Finish these with a phrase that needs an exclamation mark.

- (a) I knew I was in trouble when Mum yelled, ' _____
- (b) I couldn't believe that _____
- (c) Because he was so angry, he said, ' _____
- (d) The police officer called, ' _____
- (e) I have never felt so _____
- (f) I was so scared I said, ' _____

Using exclamation marks too often can make a piece of writing annoying to read and they lose their effect. One is usually enough!

3. Circle the exclamation marks that are not needed.

- (a) Look at those dolphins!!! I'd like to swim near them! They are just beautiful!
- (b) I really! enjoyed the film. It was fantastic!!!!
- (c) Come over here! What do you think?! I knew you would love it!!
- (d) Don't jump on the bed!! Get off it now! Why don't you play outside?!
- (e) I was so scared, I could hardly watch the TV! I was glad when the show was over!!!

4. Write three or four sentences to describe the day you had yesterday. Use exclamation marks to show strong feelings.

TEACHER INFORMATION

A **comma** (,) suggests a short pause and is used to make meaning clearer by separating parts of a sentence. Use a comma to:

- separate items in a list; e.g. I took pens, pencils, paper and paints to the class.
- separate lists of adjectives; e.g. He is talented, smart, strong and mature.
- separate clauses in a sentence; e.g. If I see him today, I'll definitely tell him.
- separate words, phrases and clauses at the start of a sentence; e.g. Firstly, I'm not going!
- separate words that add extra information; e.g. Kylie, my best friend, is coming to visit.
- separate the carrier (*I replied*) from the direct speech; e.g. 'That is Kylie', I replied.

Answers

- (a) At the barbecue we had salad, steak, sausages and burgers.

(b) The sports centre has teams for basketball, netball, football and swimming.

(c) The people in my group are Tara, Dale, Lee, Oscar and Blake.

(d) The music room has a piano, guitars, a drum kit, trumpets and a keyboard.

(e) The top teams were the Boston Celtics, Chicago Bulls, Miami Heat and Utah Jazz.
- (a) I like living here, although it would be nice to visit another country.

(b) Although the painting was beautiful, the artist couldn't sell it.

(c) I really don't know how to write a poem, so can you please show me?

(d) Mum drove us to school, but we were very late arriving.

(e) They turned off all the power, making it safer to connect the new oven.

(f) I'm not sure where I put my homework, unless I've left it in the car.
- (a) My teacher, Mrs Green, likes reading different novels to us.

(b) The best player, Nick Harvey, was awarded the medal.

(c) My best friend Jordan, who was feeling sick, stayed home from school.

(d) The police officer, who was off duty, helped the man in the car crash.

(e) The train we caught, which was very noisy, took us right into the city.

(f) I went to Tom's house, which was close by, and we swam in his pool.
- There should only be five commas in this paragraph.

Did you know that our capital city has a zoo? If you visit, you can see so many wonderful animals. There are elephants, giraffes, crocodiles, wombats and koalas. They are my favourites. The last time we went, we stayed for lunch. There was a concert in the main area.

Commas

Commas are used to separate items in a list.

1. *Show where the commas should be.*

- (a) At the barbecue we had salad steak sausages and burgers.
- (b) The sports centre has teams for basketball netball football and swimming.
- (c) The people in my group are Tara Dale Lee Oscar and Blake.
- (d) The music room has a piano guitars a drum kit trumpets and a keyboard.
- (e) The top teams were the Boston Celtics, Chicago Bulls, Miami Heat and Utah Jazz.

Two or more sentences or phrases joined together can be separated by a comma.

2. *Show where the commas should be.*

- (a) I like living here although it would be nice to visit another country.
- (b) Although the painting was beautiful the artist couldn't sell it.
- (c) I really don't know how to write a poem so can you please show me?
- (d) Mum drove us to school but we were very late arriving.
- (e) They turned off all the power making it safer to connect the new oven.
- (f) I'm not sure where I put my homework unless I've left it in the car.

Commas are used to separate words adding extra information. For example:
My cat, Molly, is asleep on the chair. 'Molly' is the extra information. If you left out 'Molly',
the sentence would still make sense: *My cat is asleep on the chair.*

3. *Add commas to these sentences.*

- (a) My teacher Mrs Green likes reading different novels to us.
- (b) The best player Nick Harvey was awarded the medal.
- (c) My best friend Jordan who was feeling sick stayed home from school.
- (d) The police officer who was off duty helped the man in the car crash.
- (e) The train we caught which was very noisy took us right into the city.
- (f) I went to Tom's house which was close by and we swam in his pool.

4. *There are too many commas in this paragraph. Circle those that should be removed.*

Did you know, that our capital city, has a zoo? If you visit, you can see, so many wonderful, animals. There are elephants, giraffes, crocodiles, wombats, and koalas. They are my favourites. The last time, we went, we stayed for lunch. There was a concert, in the main area.

PUPIL NAME

TEACHER INFORMATION

Quotation marks (' ') are used to:

- enclose direct speech; e.g. 'I can see you', said Tim.
- show quotations within quotations; e.g. 'The song is called "Insects" I think', said Maya.
- enclose words that the writer may not be using in their usual sense; e.g. The learner driver 'kangaroo-hopped' down the road.
- enclose the meaning of a word; e.g. The Spanish word 'siesta' means a 'short nap'.
- enclose titles of books, songs, special names, plays etc. (in handwritten work); e.g. 'The lion king' was playing.

Prim-Ed Publishing® follows guidelines for punctuation and grammar as recommended by the *Style manual for authors, editors and printers*, sixth edition, 2002. Note, however, that teachers should use their preferred guidelines if there is a conflict.

Answers

1. (a) 'I'm going on an overseas holiday next month', said Cameron.
(b) Mr Stewart asked, 'Please raise your hand if you know the answer'.
(c) I heard the lady whisper, 'It's very quiet in here'.
(d) 'Have you brushed your teeth yet?' Mum asked.
(e) The nurse asked, 'Is your arm still hurting?'
(f) 'What do you have for lunch?' I asked my friend, Drew.
(g) My grandma said, 'I'd really like to play tennis this weekend'.
(h) 'Don't touch that hot oven!' my sister shouted.
(i) 'I have no idea how to solve that problem', muttered my brother.
(j) Dad yelled, 'What a brilliant catch!'
2. Answers will vary.
3. (a) 'I can't do it now', moaned Tyler. 'I'm too tired.'
(b) 'I tried to send a text', Annie said, 'but the battery was too low'.
(c) 'Good morning', said the doctor. 'How are you feeling today?'
(d) 'That's an awesome game', I said, 'but I don't have it on my computer'.
(e) 'I'm going to tell you a secret', she whispered. 'Don't tell anyone else.'
4. Answers will vary.

Quotation marks

Quotation marks are used to show the exact words that someone has spoken.

1. Add quotation marks to the spoken words in each sentence.

- | | |
|---|---|
| (a) I'm going on an overseas holiday next month , said Cameron. | (f) What do you have for lunch? I asked my friend, Drew. |
| (b) Mr Stewart asked, Please raise your hand if you know the answer . | (g) My grandma said, I'd really like to play tennis this weekend . |
| (c) I heard the lady whisper, It's very quiet in here . | (h) Don't touch that hot oven! my sister shouted. |
| (d) Have you brushed your teeth yet? Mum asked. | (i) I have no idea how to solve that problem , muttered my brother. |
| (e) The nurse asked, Is your arm still hurting? | (j) Dad yelled, What a brilliant catch! |

2. Finish these sentences by adding quotation marks around the direct speech.

- (a) _____ I said to my mum.
- (b) The coach called out, _____
- (c) The news reader said, _____
- (d) _____ ordered the police officer.
- (e) _____ asked the teacher.

3. Use quotation marks to show the breaks in speech.

For example: 'I'll have an apple now,' he said, 'then a banana later.'

- (a) I can't do it now, moaned Tyler. I'm too tired.
- (b) I tried to send a text , Annie said, but the battery was too low .
- (c) Good morning , said the doctor. How are you feeling today?
- (d) That's an awesome game , I said, but I don't have it on my computer .
- (e) I'm going to tell you a secret , she whispered. Don't tell anyone else.

4. Use quotation marks and write something:

- (a) a driver might say to a passenger. _____
- (b) a footballer might say to a teammate. _____
- (c) a customer might say to a shop owner. _____
- (d) a swimmer might say to a coach. _____
- (e) a teacher might say to a pupil. _____
- (f) a dentist might say to a patient. _____

PUPIL NAME

TEACHER INFORMATION

An *apostrophe* (') is used:

- in contractions to show where letters have been dropped; e.g. I've taken it. She's taken it.
- to show ownership with nouns in the possessive case, e.g. the boy's bag, the children's bags
- when parts of words are left out to show the way a character speaks; e.g. I like 'em.

When used to show ownership, the apostrophe is placed directly after the owner(s); e.g. a lady's hat, the ladies' hats, the Smiths' dog, Mrs Jones's cat.

Possessive pronouns—its, his, hers, ours, yours—do not use an apostrophe.

Answers

1. (a) a man's coat

(b) a girl's cat

(c) five boys' bags

(d) Mum's keys

(e) the puppies' tails

(f) all the dogs' bowls

(g) both cooks' hats

(h) a door's locks

(i) Belle's email address

(j) the children's friends

(k) my oldest sister's leg

(l) their bags' zips

(m) three countries' flags

(n) two heroes' medals

(o) the crowd's idol

2. (a) Jess's dress

(b) Lewis's dog

(c) Chris's salad

(d) the boss's desk

(e) the mattress's cover

(f) the Jones's cat

3. (a)	clown	costume	the clown's costume
(b)	Ella	dog	Ella's dog
(c)	Kara	ankle	Kara's ankle
(d)	Ben	helmet	Ben's helmet
(e)	umpires	shirts	the umpires' shirts
(f)	teams	scores	teams' scores
(g)	artist	paintings	artist's paintings
(h)	performers	music	performers' music

Apostrophes for ownership

An **apostrophe** is used to show who owns what. The apostrophe is added after the owner{s}. Sometimes an **s** is added too; e.g. a girl’s book, ten girls’ books.

1. **Underline the owner{s} in each and add an apostrophe.**

- (a) a mans coat
- (b) a girls cat
- (c) five boys bags
- (d) Mums keys
- (e) the puppies tails
- (f) all the dogs bowls
- (g) both cooks hats
- (h) a doors locks
- (i) Belles email address
- (j) the childrens friends
- (k) my oldest sisters leg
- (l) their bags zips
- (m) three countries flags
- (n) two heroes medals
- (o) the crowds idol

If the name of the owner ends in an **s**, you still add another **s** after the apostrophe; e.g. James’s book.

2. **Add the apostrophes.**

- (a) Jesss dress
- (b) Lewiss dog
- (c) Chriss salad
- (d) the bosss desk
- (e) the mattresss cover
- (f) the Joness cat

3. **Write the owner, what they own and the words with an apostrophe.**

	Sentence	Owner	What	Apostrophe added
	<i>Those girls shoes were silver and shiny.</i>	<i>girls</i>	<i>shoes</i>	<i>the girls’ shoes</i>
(a)	The clowns costume was very colourful.			
(b)	I wasn’t sure if Ellas dog was tied up.			
(c)	When Karas ankle twisted she was in pain.			
(d)	I liked the colours of Bens helmet.			
(e)	The shirts of the umpires were orange.			
(f)	I could easily see the scores of the teams playing.			
(g)	I saw the paintings of the artist at the gallery.			
(h)	I really enjoyed the music of the performers at the concert.			

Answers

Note: In Question 3, the convention of using a separate line for each speaker is not followed. This makes it easier for pupils to determine correct usage of quotation marks.

1. (a) Zac rode his bike down Butler Street and across Carter Road.
 (b) What time do you think the film will end?
 (c) South Africa will play three cricket matches against New Zealand.
 (d) What a brilliant catch!
 (e) Did you know that JK Rowling wrote the Harry Potter books?
 (f) President Obama was elected in 2008.
 (g) It's my birthday this Friday, the 21st of February.
 (h) That's an awesome game!
 (i) Would you prefer to visit Madrid or Paris?
 (j) Uncle Tim and Aunt Jade are arriving from Brisbane in December.
2. (a) For dinner last night we had steak, salad and strawberry ice-cream.
 (b) The library had a lot of books, games and DVDs.
 (c) When I'm older, I'm going to visit Spain, France, Germany and Italy.
 (d) We had jelly, chocolate, sausage rolls and sandwiches at the party.
 (e) The colours I use most are red, blue, light green, pink and orange.
 (f) My two friends, Adam and Josh, play on the same team as I do.
 (g) The doctor, who was driving home, stopped when he saw the accident.
 (h) My dad, who was leaving for work, couldn't find his car keys.
 (i) I was glad when the film, which was very boring, ended.
 (j) The tennis match, played between the top two players, lasted for nearly four hours!
3. (a) "I wish we had a swimming pool", I whined to my parents. "Be patient", Mum replied.
 (b) "Please sit down at your desk and take out the novel you are reading", our teacher requested.
 (c) "I'm coming over to your place tomorrow", said Ella. "What time?" I asked.
 (d) "I'd rather play a computer game than watch TV", Blake said. "Me too", I added.
 (e) "We're going out at 4.30," Dad said, "so make sure you have what you need".
4. (a) Leah's dog was so big and I was a little bit worried about standing so close.
 (b) The children's channel has a lot of cartoons.
 (c) Dad's lawnmower was broken so he didn't mow the lawn yesterday.
 (d) The players' jumpers were red and black when they played at home.
 (e) The two doctors' patients were in the waiting room.

1. Use capital letters and the correct punctuation to edit these.

- (a) zac rode his bike down butler street and across carter road
- (b) what time do you think the film will end
- (c) south africa will play three cricket matches against new zealand
- (d) what a brilliant catch
- (e) did you know that jk rowling wrote the harry potter books
- (f) president obama was elected in 2008
- (g) it's my birthday this friday, the 21st of february
- (h) that's an awesome game
- (i) would you prefer to visit madrid or paris
- (j) uncle tim and aunt jade are arriving from brisbane in december

2. Clearly mark where the commas should be in each sentence.

- (a) For dinner last night we had steak salad and strawberry ice-cream.
- (b) The library had a lot of books games and DVDs.
- (c) When I'm older I'm going to visit Spain France Germany and Italy.
- (d) We had jelly chocolate sausage rolls and sandwiches at the party.
- (e) The colours I use most are red blue light green pink and orange.
- (f) My two friends Adam and Josh play on the same team as I do.
- (g) The doctor who was driving home stopped when he saw the accident.
- (h) My dad who was leaving for work couldn't find his car keys.
- (i) I was glad when the film which was very boring ended.
- (j) The tennis match played between the top two players lasted for nearly four hours!

3. Add quotation marks to show the exact words spoken.

- (a) I wish we had a swimming pool, I whined to my parents. Be patient, Mum replied.
- (b) Please sit down at your desk and take out the novel you are reading, our teacher requested.
- (c) I'm coming over to your place tomorrow, said Ella. What time? I asked.
- (d) I'd rather play a computer game than watch TV, Blake said. Me too, I added.
- (e) We're going out at 4.30, Dad said, so make sure you have what you need .

4. Clearly mark where the apostrophes should go in each.

- (a) Leahs dog was so big and I was a little bit worried about standing so close.
- (b) The childrens channel has a lot of cartoons.
- (c) Dads lawnmower was broken so he didn't mow the lawn yesterday.
- (d) The players jumpers were red and black when they played at home.
- (e) The two doctors patients were in the waiting room.

TEACHER INFORMATION

Nouns are naming words. They name people, places, things and ideas.

Common nouns are words naming general rather than particular things; e.g. **apple, river, table, colour**.

Proper nouns name specific people and things and use a capital letter; e.g. **England, Luke**.

Collective nouns name a group of people, animals or things; e.g. **class, herd**.

Abstract nouns name an idea, concept or quality; e.g. **love, danger, youth, pain**.

Nouns are often identified by the placement of **a, an, the** or **some** in front of the word.

Answers

1. Proper nouns – Monday, Africa, Mr Scott, Pacific Ocean, Swan River, Oprah, India, Hill Street
Common nouns – box, dog, bottle, car, actor, party, driver, cousin, man
2. (a) New Year's Eve, train, fireworks
(b) bowl, apples, bananas, mangoes
(c) Matthew, story, computer
(d) Friday, class, National Museum, bus
(e) Aunt Claire, Disneyland Park, California
(f) camp, clothes, toothbrush, toothpaste, towel
(g) Shane, dog, cat, hamster, bird, pets
(h) game, *Singtime*, Matilda
3. Answers will vary.

Nouns

Nouns are naming words. They name people, places, things and ideas.
Proper nouns name specific people and things and use a capital letter; e.g. *Canada, Yoko*.
Common nouns are general names of a kind of person or thing; e.g. *country, boy, pencil*.

<i>Monday</i>	<i>box</i>	<i>dog</i>	<i>under</i>	<i>bottle</i>	<i>car</i>	<i>Africa</i>	<i>sad</i>
<i>Mr Scott</i>	<i>actor</i>	<i>Hill Street</i>	<i>busy</i>	<i>silly</i>	<i>Pacific Ocean</i>	<i>really</i>	<i>party</i>
<i>wrong</i>	<i>Swan River</i>	<i>driver</i>	<i>cousin</i>	<i>always</i>	<i>Oprah</i>	<i>India</i>	<i>man</i>

1. Circle all the nouns. Sort the words into proper and common nouns.

Proper nouns	Common nouns

2. Circle the nouns in each sentence.

- (a) On New Year’s Eve, we will take the train to watch the fireworks.
- (b) The bowl had apples, bananas and mangoes.
- (c) Matthew was typing his story on the computer.
- (d) On Friday, our class is going to the National Museum on the bus.
- (e) My Aunt Claire went to Disneyland Park in California.
- (f) For camp, I need to pack clothes, a toothbrush, toothpaste and a towel.
- (g) Shane has a dog, cat, hamster and bird as pets.
- (h) We played the game called *Singtime* and Matilda was great.

3. Write one or more nouns to answer each question.

- (a) What meals do you eat every day? _____
- (b) What is the name of your school? _____
- (c) Who is your hero? _____
- (d) What is the name of a sporting team you like? _____
- (e) What are three things found in your bedroom? _____
- (f) What are the three major emergency services? _____
- (g) What four workers would you find in a school? _____
- (h) What are the main rooms in your house? _____

PUPIL NAME

TEACHER INFORMATION

A **verb** is a word or group of words that names an action or state of being. Verbs are often called 'doing words'; e.g. **read, walks, speak, has broken, ate, will type.**

Verbs can indicate tense, voice, mood, number and person.

Answers

- learn, try, arrive, drive, read, ask, crawl, shop, went, wish, type, draw, hear, found, talk, grow.

Note: Some of these words are not only used as verbs; for example, *shop* and *wish* can be used as nouns.

- moved, sat
 - tasted, cut
 - blew, huddled
 - walked, waited, to park
 - play, shines
 - cleaned, dropped
 - invited, to watch, eat, stay

- Answers will vary.

- Answers will vary. Examples include:

- | | | |
|-------------|-------------|------------|
| (a) arrives | (b) freezes | (c) sleeps |
| (d) throw | (e) finish | (f) fixes |
| (g) takes | (h) stand | (i) smile |
| (j) cry | (k) find | (l) go |

- Answers will vary. Examples include:

- | | | |
|-----------|----------------|-----------|
| (a) draw | (b) operate | (c) cook |
| (d) speak | (e) experiment | (f) loan |
| (g) build | (h) run | (i) dance |

Verbs

A **verb** is a 'doing word'. It describes what a person or thing is doing or being.

<i>learn</i>	<i>try</i>	<i>cold</i>	<i>book</i>	<i>beautiful</i>	<i>arrive</i>	<i>drive</i>	<i>read</i>	<i>ask</i>
<i>boat</i>	<i>piano</i>	<i>crawl</i>	<i>baby</i>	<i>shop</i>	<i>went</i>	<i>wish</i>	<i>today</i>	<i>type</i>
<i>draw</i>	<i>hear</i>	<i>found</i>	<i>talk</i>	<i>road</i>	<i>grow</i>	<i>chair</i>	<i>school</i>	

1. Write the verbs only. _____

2. Write the verbs in each sentence.

- (a) Elsa moved her chair so she sat closer to the screen. _____
- (b) I tasted the watermelon after Mum cut it for me. _____
- (c) The wind blew so hard that the birds huddled. _____
- (d) We walked to the station and waited for Dad to park the car. _____
- (e) I play outside when the sun shines brightly. _____
- (f) I cleaned the floor after I dropped the glass. _____
- (g) He invited three friends to watch films, eat pizza and stay the night. _____

3. To answer each question, write one or more verbs.

- (a) What is the first thing you do in the morning? _____
- (b) What is the last thing you do before you go to sleep? _____
- (c) What are you doing right now? _____
- (d) What do koalas often do? _____
- (e) How do you usually get home? _____

4. Write the opposite to each verb.

- (a) leaves _____ (b) melts _____ (c) wakes _____
- (d) catch _____ (e) begin _____ (f) breaks _____
- (g) gives _____ (h) sit _____ (i) frown _____
- (j) laugh _____ (k) lose _____ (l) come _____

5. Write one verb to describe what each of these might do.

- (a) artists _____ (b) surgeons _____ (c) chefs _____
- (d) TV presenters _____ (e) scientists _____ (f) librarians _____
- (g) carpenters _____ (h) athletes _____ (i) dancers _____

TEACHER INFORMATION

The **tense** of a verb is used to show the time at which the action of that verb takes place. Most verbs are regular and follow the same pattern for the past, present and future tense. For example, with the verb **to jump**; I **jump**/I **am jumping** (present tense); I **jumped**/I **was jumping** (past tense), I **will jump** (future tense).

Irregular verbs are those that do not follow this pattern, particularly in the past tense. For example, I **rise** (**rose**), I **teach** (**taught**), I **mean** (**meant**), I **win** (**won**), I **do** (**did**), I **begin** (**began**).

An **auxiliary verb** helps to form the tense of a verb. The verbs **to be**, **to have** and **to do** are auxiliary verbs; e.g. I **have** eaten. The auxiliary verb used in the future tense is **will**; e.g. I **will** eat.

Answers

1.

	Present	Past	Future
(a)	plays	played	will play
(b)	walks	walked	will walk
(c)	cleans	cleaned	will clean
(d)	paints	painted	will paint
(e)	works	worked	will work
2.

	Present	Past	Future
(a)	moving	moved	will move
(b)	inviting	invited	will invite
(c)	tries	tried	will try
(d)	slicing	sliced	will slice
(e)	frying	fried	will fry
3.

(a) built

(b) saw

(c) grew

(d) thought

(e) wrote

(f) went

(g) drove

(h) rose

(i) taught
4.

(a) collects, stores.

(b) cries, watch.

(c) give, invites.

She **collected** shells and **stored** them in a box.

The baby **cried** when I **watched** TV.

I **gave** her a gift when she **invited** me to a concert.
5.

(a) listened, started.

(b) walked, caught.

(c) parked, bought.

I **will listen** to the teacher then I **will start** my work.

Dale **will walk** to school then he **will catch** the bus home.

Alice **will park** her car then she **will buy** a ticket.
6.

(a) He has **found** the lost keys. He is **finding** the lost keys.

(b) She is **swimming** laps in the pool. She **swam**/**swims** laps in the pool.

(c) He **studied**/**studies** hard for the test. He always **studies**/**studied** hard.

Verb tenses

Verbs can be written to show what is happening in the present (now), past or future;
for example: The baby **crawls**. (present) The baby **crawled**. (past) The baby **will crawl**. (future)

1. Complete the table.

	Present	Past	Future
(a)	plays		
(b)			will walk
(c)		cleaned	
(d)			will paint
(e)	works		

2. Complete the table. Check your spelling.

	Present	Past	Future
(a)		moved	
(b)			will invite
(c)	tries		
(d)		sliced	
(e)			will fry

3. Write the past tense of each verb.

- (a) build _____
- (b) see _____
- (c) grow _____
- (d) think _____
- (e) write _____
- (f) go _____
- (g) drive _____
- (h) rise _____
- (i) teach _____

4. Rewrite these sentences. Underline the verbs first, then change them to the past tense.

e.g. Dad drives us to school and picks us up. Dad **drove** us to school and **picked** us up.

(a) She collects shells and stores them in a box.

(b) The baby cries when I watch TV.

(c) I give her a gift when she invites me to a concert.

5. Rewrite these sentences. Underline the verbs first, then change them to the future tense.

e.g. She read the book then she returned it to the library.
She **will read** the book then she **will return** it to the library.

(a) I listened to the teacher then I started my work.

(b) Dale walked to school then he caught the bus home.

(c) Alice parked her car then she bought a ticket.

6. Write the verb in brackets in the correct tense to finish each sentence.

(a) (to find) He has _____ the lost keys. He is _____ the lost keys.

(b) (to swim) She is _____ laps in the pool. She _____ laps in the pool.

(c) (to study) He _____ hard for the test. He always _____ hard.

PUPIL NAME

TEACHER INFORMATION

A **pronoun** is used in place of a noun to avoid repetition.

Personal pronouns refer to people. They can be singular or plural, subjective or objective and may indicate gender. Examples are: **I, you, he, she, we, they, me, him, her, his, them, mine, hers, theirs, ours.**

Impersonal pronouns refer to everything but people. They can be singular or plural, subjective, objective or possessive. Examples are: **it, they, them, theirs.**

Relative pronouns refer to people and objects and connect clauses and sentences. They are used in the three cases:

- subjective – **who, that, which**
- possessive – **whose, of that, of which, of whose**
- objective – **whom, that, which.**

Other examples of relative pronouns are **whoever, whomever, whichever** and **whatever**.

Demonstrative pronouns replace nouns and function in the same way as nouns in a sentence. They have no gender but are used in the three cases:

- subjective – **this, that, these, those**
- possessive – **of this, of that, of these, of those**
- objective – **this, that, these, those.**

Other examples of demonstrative pronouns are: **other, such, same, former, latter** and ordinal numbers (**first, second** etc.)

Interrogative pronouns are used in asking questions. They include **who, whose, whoever** (used for people) and **what, which** and **whatever** (used for things).

Reflexive pronouns are used in sentences that contain verbs whose actions are directed toward the subjects of the verbs. Add the suffixes **–self** or **–selves** to the personal pronouns **my, your, him, her, our, them** and **one**.

Indefinite pronouns are words that refer to people or things without saying exactly who or what they are. Examples include **all, another, any, anybody, anyone, anything, both, each one, either, everybody, everyone, everything, few, little, many, more, much, neither, nobody, none, no-one, nothing, other, others, several, some, somebody, someone, something** and **such**.

Note: Some indefinite pronouns can also be used as determiners.

For example, I would **like some** (indefinite pronoun). I would like **some** apples (determiner).

Answers

- (a) he (b) she (c) it
(d) she, him (e) I, her, she, us
- (a) I – we (b) you – you (c) he, she, it – they
(d) me – us (e) him, her, it – them (f) mine – ours
(g) yours – yours (h) his, hers, its – theirs
- (a) I am going to visit Nanna today. **She** is going to show **me** how to plant vegetables.
(b) Alice said **they** were all playing outside. **She** doesn't want to join **them**.
(c) Mrs Lee told Adam to finish **his** work. **She** said that **he** should try to work faster.
(d) I have lost my phone. Do **you** know where **it** is?
(e) It was a cold day. Belle and **I** stayed inside. **We** lay on the floor and read books.
- (a) they, me, I, them
(b) it, mine, I, you, it, them
(c) you, me, them, it, theirs
(d) I, it, yours, it, mine
(e) I, it, is, his, her, I, they

Pronouns

A **pronoun** is a word that takes the place of a noun.

For example: **Lily** is smart. **She** reads a lot.

Lily is the noun and **she** is the pronoun.

A pronoun is used so the noun doesn't have to be repeated.

1. Write the pronouns in the sentences.

(a) Dale played cricket. He made 30 runs.

(b) Leah watched Ellen play netball. She scored five goals.

(c) Monday was a hot day. It reached 28 °C.

(d) She went outside to find him.

(e) I will ask her if she wants to play with us.

them

yours

we

they

us

you

theirs

ours

2. Write the plural pronoun for each singular pronoun.

(a) I

(b) you

(c) he, she, it

(d) me

(e) him, her, it

(f) mine

(g) yours

(h) his, hers, its

3. Write a pronoun to correctly finish each sentence.

(a) _____ am going to visit Nanna today. _____ is going to show _____ how to plant vegetables.

(b) Alice said _____ were all playing outside. _____ doesn't want to join _____.

(c) Mrs Lee told Adam to finish _____ work. _____ said that _____ should try to work faster.

(d) _____ have lost my phone. Do _____ know where _____ is?

(e) _____ was a cold day. Belle and _____ stayed inside. _____ lay on the floor and read books.

4. Write all the pronouns in each sentence.

(a) They asked me if I felt like eating lunch with them.

(b) It is mine but I don't mind if you show it to them.

(c) Would you like me to ask them if it is theirs?

(d) I think it must be yours, though it looks like mine.

(e) I don't know if it is his or her turn, but I wish they would decide.

TEACHER INFORMATION

An **adjective** is a word that describes or gives more information about a noun or pronoun; e.g. **pretty, thin, tall, delicious**. It qualifies the word it describes by making it more specific; e.g. the **red** dress—the adjective **red** specifies the colour of the noun **dress**. Adjectives can tell about the colour, size, number, classification or quality of a noun or pronoun. They can come before or after the noun and usually after the pronoun; e.g. the **beautiful** bird, The bird is **beautiful**. It is **beautiful**.

There are three forms of adjectives: absolute (e.g. **small**), comparative (e.g. **smaller**), superlative (e.g. **smallest**).

Answers

- (a) weekly, popular, front
(b) soft, large, comfortable
(c) bright, large, new
(d) denim, long-sleeved, flat
(e) magnificent, small, back
- Answers will vary. Examples include:
(a) day, morning, afternoon (b) child, person, mother (c) tree, bush, giant
(d) toy, chair, bowl (e) ball, toy (f) floor, box
- Answers will vary. Examples include:
(a) single, comfortable (b) new, expensive (c) enjoyable, interesting
(d) delicious, smooth (e) magnificent, playful (f) popular, regular
(g) funny, amusing (h) exotic, long
- boring, hot, long, biggest, old, colourful, delicious, clear, slow, large, greedy

Adjectives

Adjectives are describing words that tell more about a noun or pronoun. You can identify an adjective by looking at the noun and asking, 'What is it like?'

The **tall** tree has **glossy** leaves and **beautiful** flowers.

In this sentence, the nouns are underlined and the adjectives are bold.

1. Write the adjectives in each sentence. The nouns are underlined.

(a) The weekly magazine used a popular model on the front cover.

(b) There were soft cushions on the large sofa in the comfortable room.

(c) The bright kitchen had a large bench and a new fridge.

(d) Sienna wore denim jeans, a long-sleeved shirt and flat shoes.

(e) There were magnificent roses on the small bush in the back garden.

2. Write a noun to match the two adjectives.

(a) It was a hot, windy _____ (b) The happy, smiling _____

(c) The tall, green _____ (d) A cheap, plastic _____

(e) The soft, round _____ (f) A hard, wooden _____

3. Write two adjectives to match the nouns.

(a) _____ bed (b) _____ house

(c) _____ book (d) _____ chocolate

(e) _____ dolphin (f) _____ TV show

(g) _____ clown (h) _____ holiday

4. Make a list of all the adjectives.

It was a boring day because we had to go in the hot car on a long drive. We took some visitors to see our biggest town. They liked the old building and the colourful paintings. The thing I liked best was the delicious lunch we ate near the clear water. After lunch we took a stroll around the large park and fed the greedy ducks.

PUPIL NAME

TEACHER INFORMATION

An **adverb** can modify or add information about verbs (e.g. work **quickly**), adjectives (e.g. **extremely** pretty) and other adverbs (e.g. walking **very quickly**). They indicate when (**soon**), where (**here**), how (**silently**) and how often (**frequently**). Many adverbs end in **ly**; e.g. **carefully, finally, nightly, exactly**.

Adverbs can be categorised as:

- time – again, early, now, never, often, then, today, tomorrow
- location – above, below, away, down, up, inside, outside, here, there
- manner – fast, slowly, well, happily, creatively, politely, carelessly
- degree – almost, entirely, little, much, more, rather, too, very
- reason – so, why
- number – first, once, second, twice, third

Answers

- (a) strangely (b) brightly (c) largely
(d) softly (e) finally (f) angrily
(g) quietly (h) carefully (i) slowly
- how – quickly, fast, happily, sleepily, sadly, busily, thoughtfully
where – above, up, here, below, there, down
when – early, today, now, tomorrow, soon, never, often
- Answers will vary. Examples include:
(a) work – early, quickly, happily (b) play – outside, fairly, today
(c) drive – slowly, carefully, sensibly (d) speak – clearly, loudly, softly
(e) throw – hard, accurately, well (f) arrive – soon, tomorrow, first
- Answers will vary.
- (a) late (b) slowly (c) early (d) here
(e) hardly (f) suddenly (g) almost (h) never
(i) truthfully (j) yesterday.

Adverbs

An **adverb** gives more exact information usually about a verb and sometimes about an adjective or another adverb. Many adverbs end in **ly** and most answer the questions **when?** (time), **how?** (manner) or **where?** (place).
For example: *She is walking **quickly** (how) to arrive **here** (where) **soon** (when).*

1. Write the adverb by adding *ly* to each adjective; e.g. *slow – slowly*.

- (a) strange _____
- (b) bright _____
- (c) large _____
- (d) soft _____
- (e) final _____
- (f) angry _____
- (g) quiet _____
- (h) careful _____
- (i) slow _____

early above today quickly up fast now tomorrow here happily
below sleepily soon there sadly down never often busily thoughtfully

2. Sort the words into three groups—adverbs that tell *how*, *where* and *when*.

How	
Where	
When	

3. Write two adverbs that give information about each verb.

Example: walk – slowly, quickly, steadily

- (a) work _____
- (b) play _____
- (c) drive _____
- (d) speak _____
- (e) throw _____
- (f) arrive _____

4. Write an adverb to answer each question.

How do you: sing? _____ laugh? _____ dance? _____
type? _____ swim? _____ speak? _____

5. Write the adverbs in each sentence.

- (a) The plane arrived late. _____
- (b) The snail moves slowly. _____
- (c) He is often early. _____
- (d) We will camp here. _____
- (e) The game is hardly used. _____
- (f) I suddenly felt sick. _____
- (g) I am almost finished. _____
- (h) She never said that. _____
- (i) He spoke truthfully. _____
- (j) I saw the film yesterday. _____

TEACHER INFORMATION

A **conjunction** is a word (or words) that connects words, phrases, clauses and sentences; e.g. **and, but, because, so, that.**

- Conjunctions used to join sentences of equal importance are called **coordinating conjunctions**; e.g. I like apples **and** oranges. They include **and, but, for, yet, or, as well as, both, so, therefore and nor.**
- Conjunctions used to join clauses are called **subordinating conjunctions**; e.g. She was happy **because** I arrived. They include **because, before, if, while, until, like, though, although, unless, as, since, where, whenever, wherever.**

Answers

- | | | | |
|---------|-------------|-----------|------------|
| (a) but | (b) because | (c) so | (d) unless |
| (e) if | (f) before | (g) after | (h) when |
- | | | | |
|-------------|------------|--------|------------|
| (a) because | (b) but | (c) so | (d) unless |
| (e) if | (f) before | (g) or | (h) after |
- Answers will vary.
- | |
|----------------|
| (a) if, or |
| (b) and, but |
| (c) or, unless |
| (d) when, and |

Conjunctions

Conjunctions are words that join together other words, phrases and sentences.

1. Circle the conjunctions.

- (a) I eat toast but not cereal.
- (b) I am happy because it's my birthday
- (c) Please talk so I can hear you.
- (d) I can't see unless I wear my glasses.
- (e) I don't like carrot if it's cooked.
- (f) We went home before it got dark.
- (g) I went to bed after I brushed my teeth.
- (h) The lights were turned off when the sun came up.

2. Choose a conjunction to complete each sentence.

after	unless	so	or	because	before	but	if
-------	--------	----	----	---------	--------	-----	----

- (a) I can't go to football training today _____ I'm feeling really sick.
- (b) I love eating fresh fruit _____ I don't love eating cooked vegetables.
- (c) I need to wake up early on Sunday _____ I can get ready for the game.
- (d) I don't like swimming in the ocean _____ it's a very hot day.
- (e) I won't be allowed to go shopping _____ my homework isn't finished.
- (f) I always make my bed _____ I leave the house.
- (g) I don't know if I should call Lily now _____ wait until later.
- (h) I watched TV for half an hour _____ I changed out of my uniform.

3. Finish each sentence.

- (a) I'm going to eat my dinner **before** _____
- (b) I wonder if I should finish this now **or** _____
- (c) I'm going to play with my little sister **after** _____
- (d) I'm not going to visit him **unless** _____
- (e) It's important not to eat too much junk food **if** _____

4. There can be a pair of conjunctions in a sentence. Find and write the two conjunctions in these.

- (a) She cannot decide if she should stay at her friend's house or go home. _____
- (b) They owned a car and a boat but not a motorcycle. _____
- (c) I like to play or read unless my favourite TV show is on. _____
- (d) Darren plays tennis when he has time and the weather is fine. _____

TEACHER INFORMATION

Prepositions are words that show the relationship between two words or phrases in a sentence. They show the relationship between time and space and are always attached to a noun or pronoun; for example: Tim walked **to** school. The cat was **under** the tree. I sat **behind** Max.

Prepositions are usually short words such as **on, above, in, with, by, near, down, off** and **along**.

More complex prepositions include **instead of, apart from, ahead of, with reference to** and **in addition to**.

Answers

- | | | | |
|-----------|---------|----------|----------|
| (a) under | (b) in | (c) near | (d) by |
| (e) up | (f) off | (g) into | (h) down |
- (a) The children are **in** the bedroom.

(b) Charlie was looking **behind** the sofa.

(c) Mum vacuumed **through** the house.

(d) The animals were kept **outside** the house.

(e) Mrs Rafter walked **around** the playground.
- (a) Rose and Mia went for a swim **in** the pool. They dived **into** the water.

(b) Josh walked **into** the living room. His brother was already **in** the room.

(c) She waited **by** the phone. The phone was **on** the table. The call was **for** her.

(d) There was a competition **between** two pupils and another **among** the whole group.

(e) The two brothers had a fight **between** themselves. Most fights were **among** the whole family.
- Answers will vary.
- Grace and Alice waited **for** the bus. They went **to** see a film. Grace bought the tickets **at** the counter while Alice stood **near** the snack bar. Both girls stood **in** line to buy an ice-cream. They walked **through** the main door and sat **at** their seats. When the lights were dimmed, they watched the film. The lady sitting **behind** kept talking **during** the beginning. Thankfully, the man **beside** her told her to stop.

Total – 10

Prepositions

A **preposition** is a word that shows how one thing is related to another.

A preposition can show position, direction and time. Prepositions are used with a noun or pronoun. In the sentence 'The books are **on** the shelf', the preposition is **on**. It tells how **the books** are related to **the shelf**.

1. Write the preposition in each sentence.

- (a) The dog was under the table. _____ (b) She is in her room. _____
(c) The cup is near the sink. _____ (d) The cat sits by the chair. _____
(e) The spider went up the wall. _____ (f) The glass fell off the table. _____
(g) She went into the garden. _____ (h) He climbed down the tree. _____

2. Underline the two nouns and circle the preposition in each sentence.

- (a) The children are in the bedroom. (b) Charlie was looking behind the sofa.
(c) Mum vacuumed through the house. (d) The animals were kept outside the house.
(e) Mrs Rafter walked around the playground.

3. Choose the correct preposition.

- (a) Rose and Mia went for a swim in/into the pool. They dived in/into the water.
(b) Josh walked in/into the living room. His brother was already in/into the room.
(c) She waited by/for the phone. The phone was by/on the table. The call was for/on her.
(d) There was a competition between/among two pupils and another between/among the whole group.
(e) The two brothers had a fight between/among themselves. Most fights were between/among the whole family.

4. Write sentences using the nouns and prepositions given. You will need to add a verb to each. For example; The girl (noun) was sitting (verb) on (preposition) the chair.

- (a) boy, in _____
(b) book, underneath _____
(c) plate, near _____

5. Circle all the prepositions in this paragraph. Write the total. _____

Grace and Alice waited for the bus. They went to see a film. Grace bought the tickets at the counter while Alice stood near the snack bar. Both girls stood in line to buy an ice-cream. They walked through the main door and sat at their seats. When the lights were dimmed, they watched the film. The lady sitting behind kept talking during the beginning. Thankfully, the man beside her told her to stop.

PUPIL NAME

TEACHER INFORMATION

A **sentence** is a group of words that makes sense on its own. It must have a finite verb (a verb with a subject), a capital letter at the start, and end with a full stop, question mark or exclamation mark.

A **simple sentence** has one main idea and usually contains only one verb and one subject. It cannot be broken down into other clauses; e.g. **Mark** (subject) **threw** (verb) **the ball** is an example of a simple sentence.

Answers

1. The subject is underlined and the verbs are in italics.

- | | |
|--|--|
| (a) <u>Holly</u> <i>sat</i> on the chair. | (b) The <u>dog</u> <i>was sleeping</i> outside. |
| (c) <u>Dad</u> <i>drove</i> his car to work. | (d) The <u>phone</u> <i>was ringing</i> . |
| (e) <u>Dale</u> <i>scored</i> two goals. | (f) <u>Aunty Lily</u> <i>made</i> a cake. |
| (g) <u>I</u> <i>read</i> a boring book. | (h) <u>They</u> <i>walked</i> to school. |
| (i) <u>Pete and Lee</u> <i>washed</i> the car. | (j) The huge <u>plane</u> <i>flew</i> over the capital city. |

2. Answers will vary. Examples include:

- (a) The *talented* cook *often* made *tasty* fried rice.
- (b) The *professional* teacher *regularly* taught music.
- (c) Dr Martin *carefully* stitched the *large* wound.
- (d) She *carefully* parked her *new* car.
- (e) The *intelligent* boys *quickly* finished their homework.

3. (a) question
 (b) statement
 (c) statement
 (d) command
 (e) statement
 (f) question

Sentences

A **sentence** is a group of words that makes sense on its own. It needs to begin with a capital letter and end with a full stop, question mark or exclamation mark. All sentences need a subject and a verb. For example: The **bird** (subject) **flew** (verb).

1. **Underline the subject in each sentence and circle the verb.**

- (a) Holly sat on the chair.
- (b) The dog was sleeping outside.
- (c) Dad drove his car to work.
- (d) The phone was ringing.
- (e) Dale scored two goals.
- (f) Auntly Lily made a cake.
- (g) I read a boring book.
- (h) They walked to school.
- (i) Pete and Lee washed the car.
- (j) The huge plane flew over the capital city.

A **simple sentence** usually has only one subject and one verb. It can be a statement, question or command and adjectives and adverbs can be added. 'The **woman** (subject) **decorated** (verb) her house.' is a simple sentence. So is, 'The *clever* (adjective) woman decorated her *new* (adjective) house *beautifully* (adverb).'

2. **Rewrite each simple sentence. Add at least one adjective and one adverb.**

- (a) The cook made fried rice.

- (b) The teacher taught music.

- (c) Dr Martin stitched the wound.

- (d) She parked her car.

- (e) The boys finished their homework.

3. **Are these sentences statements, questions or commands?**

- (a) Do you think you can help me with my homework? _____
- (b) I'm having trouble finishing my homework. _____
- (c) I'm not really sure what the correct answer is. _____
- (d) Finish your homework now! _____
- (e) I should have listened to the teacher this morning. _____
- (f) How long will it take you to finish that? _____

TEACHER INFORMATION

A **simple sentence** has one main idea and usually contains only one verb and one subject. It can not be broken down into other clauses; e.g. **Mark** (subject) **threw** (verb) **the ball** is an example of a simple sentence.

A **compound sentence** has two (or more) independent clauses with a conjunction.

For example, *Tim and I saw the film but I didn't enjoy it.*

(Clauses can be separated by a comma, semicolon or colon.)

A **complex sentence** has a main (independent) clause and at least one subordinate (dependent) clause; e.g. *The doctor worked long hours at a hospital where there were many very sick children.*

Answers

1. Answers will vary.
2. (a) The chocolate cake was horrible **because** we used salt instead of sugar.
(b) My family watches films on Saturday **after** we have eaten dinner.
(c) Max ate two pieces of toast **because** he was hungry.
(d) I walk to school every day **unless** I'm late.
(e) We are going to have a barbecue tonight **and** invite the neighbours.
(f) I'm going to finish this work if I'm not interrupted.
3. Sentence answers will vary.
4. Answers will vary.

Sentence – Compound and complex

A **compound sentence** is made up of two simple sentences joined together with a conjunction; for example: 'I play football **and** I like cricket'.

1. **Write a compound sentence by adding another simple sentence to the one given.**

- (a) I like reading adventure books because _____
- (b) Mum and Dad both work so _____
- (c) We have a trampoline outside and _____
- (d) My favourite meal is breakfast because _____
- (e) Olivia is a very fast runner so _____
- (f) The weather is strange today but _____

A **complex sentence** is made up of two parts which both have a verb. One part of a complex sentence is dependent on the other.

For example: 'Alice did not finish her homework before she went to bed'.

'Alice did not finish her homework' is a simple sentence that makes sense on its own.

'... before she went to bed' is dependent on the first part of the sentence.

2. **Write a complex sentence by adding a conjunction to each of these.**

- (a) The chocolate cake was horrible _____ we used salt instead of sugar.
- (b) My family watches films on Saturday _____ we have eaten dinner.
- (c) Max ate two pieces of toast _____ he was hungry.
- (d) I walk to school every day _____ I'm late.
- (e) We are going to have a barbecue tonight _____ invite the neighbours.
- (f) I'm going to finish this work _____ I'm not interrupted.

3. **Write a complex sentence by adding a simple sentence to each of these.**

- (a) _____ unless it's quiet.
- (b) _____ before I eat.
- (c) _____ or he will cry.
- (d) _____ after I finish.
- (e) _____ if it's soggy.
- (f) _____ so that she's warmer.

4. **Write one compound and one complex sentence to describe something you enjoy doing.**

PUPIL NAME

Prim-Ed Publishing® follows guidelines for punctuation and grammar as recommended by the *Style manual for authors, editors and printers*, sixth edition, 2002.

Note, however, that teachers should use their preferred guidelines if there is a conflict.

Answers

1. (a) "I'm almost ready", Belle called.
(b) My cousin yelled, "Be quiet please!"
(c) Mum said, "These flowers are a lovely surprise".
(d) "Have you finished your homework yet?" Dad asked.
(e) "I really don't know the answer to that question", mumbled Blake.
(f) "I'm busy working at the computer", replied Lily.
2. Sentences will vary.
3. Sentences will vary.
4. Sentences will vary.
5. (a) Alice said she couldn't write as neatly as I do.
(b) Ricky whispered he thought he was in big trouble.
(c) The teacher asked us to please stop the noise.
(d) Molly asked if she could eat her lunch outside.
(e) Dad said he thought we would have a barbecue on Sunday.

Direct and indirect speech

When writing a sentence with **direct speech**, the exact words someone has spoken are put in quotation marks; 'for example: Sam asked, *'Do you know what the time is?'* When writing direct speech, use a comma to separate who is speaking from the words spoken and a capital letter to begin the spoken words.

1. Put quotation marks around the direct speech in these sentences.

- | | |
|---|---|
| (a) I'm almost ready, Belle called. | (b) My cousin yelled, Be quiet please! |
| (c) Mum said, These flowers are a lovely surprise. | (d) Have you finished your homework yet? Dad asked. |
| (e) I really don't know the answer to that question, mumbled Blake. | (f) I'm busy working at the computer, replied Lily. |

2. Write a simple sentence that includes direct speech.

3. Write a compound sentence that includes direct speech.

4. Write a complex sentence that includes direct speech.

When writing a sentence with **indirect speech**, what someone has said is being reported in the writer's own words. No quotation marks are used; for example: *Ellen told me that she was going to be late.*

5. Rewrite each sentence as indirect speech.

- (a) 'I can't write as neatly as you', Alice said.

- (b) Ricky whispered, 'I think I'm in big trouble'.

- (c) 'Can you please stop that noise?' asked the teacher.

- (d) Molly asked, 'Can I eat my lunch outside please?'

- (e) 'I think we'll have a barbecue on Sunday', said Dad.

Answers

1. Sentences will vary. Examples include:
 - (a) I **received** a new cricket bat for my birthday.
 - (b) The book I read was really **interesting**.
 - (c) My best friend is really **wonderful**.
 - (d) The Olympic team **travelled** to London.
 - (e) Sarah **enjoys** playing the guitar.
 - (f) 'I love ice-cream!' **declared** Priya.
2. Answers may vary.
 - (a) Her high-heeled shoes were silver.
 - (b) Zac and I **watched** a brilliant adventure film on Saturday.
 - (c) I saw a really tall man who was the tallest person I'd ever seen.
 - (d) The tiny baby **wouldn't** stop crying.
 - (e) The girl had a **dress** that was beautiful because it had such bright colours.
3. Sentences can be written in two ways.
 - (a) I **didn't** do anything to upset her. I **did** nothing to upset her.
 - (b) I **can't** see anybody out there. I **can** see **nobody** out there.
 - (c) I'm not going to read any books. I'm going to **read** no books.
 - (d) He **wasn't** doing anything. He **was** doing nothing.
 - (e) She said she **wasn't** going anywhere. She said she **was** going nowhere.
4.
 - (a) I'm not sure **which** one is the correct answer.
 - (b) It was **really** interesting to watch the programme about animals.
 - (c) She ran **quickly** and won the race **easily**.
 - (d) **He and I** are working together at the computer to finish our work.
 - (e) He took the car keys **from** her.
 - (f) I have bought **many** presents for **my** dog.

1. Some words are overused. Write a more interesting word to replace each underlined word.

- (a) I got a new cricket bat for my birthday. _____
- (b) The book I read was really good. _____
- (c) My best friend is really nice. _____
- (d) The Olympic team went to London. _____
- (e) Sarah likes playing the guitar. _____
- (f) 'I love ice-cream!' declared Priya. _____

2. Some words that aren't really needed are often used in sentences. This can be confusing and annoying! Decide which words are unnecessary and cross them out.

- (a) Her high-heeled shoes were high and silver.
- (b) Zac and I watched a fantastic, awesome, brilliant adventure film on Saturday.
- (c) I saw a really, really tall man who was the very tallest person I'd ever seen ever.
- (d) The tiny, small baby was very little and wouldn't stop crying.
- (e) The beautiful girl had a beautiful dress that was beautiful because it had such bright colours.

3. Circle the negative words in each sentence. Write a new word(s) to replace one of the negatives.

- (a) I didn't do nothing to upset her. _____
- (b) I can't see nobody out there. _____
- (c) I'm not going to read no books. _____
- (d) He wasn't doing nothing. _____
- (e) She said she wasn't going nowhere. _____

4. Write the correct word.

- (a) I'm not sure what/which one is the correct answer. _____
- (b) It was real/really interesting to watch the programme about animals. _____
- (c) She ran quick/quickly and won the race easily/easy. _____
- (d) He/Him and me/I are working together at the computer to finish our work. _____
- (e) He took the car keys off/from her. _____
- (f) I have bought much/many presents for my/me dog. _____

Answers

1. (a) proper noun (b) common noun (c) verb
(d) pronoun (e) adjective (f) adverb
(g) conjunction (h) preposition
2. (a) simple (b) simple (c) complex
(d) compound (e) complex (f) simple
(g) compound (h) compound
3. Sentences will vary.
4. Answers will vary. Examples include:
(a) got – received, obtained, found, caught, picked
(b) good – decent, capable, fine, enjoyable, pleasant, satisfactory
(c) nice – lovely, pleasant, kind, polite, fine
(d) like - enjoy, care, love, desire
(e) went – travelled, drove, walked, left, proceeded
(f) said – replied, commanded, questioned, mumbled, whispered, screamed
(g) happy – cheerful, contented, joyful, glad, elated
(h) big – large, enormous, gigantic, massive

PUPIL NAME

1. Write the correct word for each.

<i>pronoun</i>	<i>adverb</i>	<i>conjunction</i>	<i>proper noun</i>
<i>adjective</i>	<i>preposition</i>	<i>common noun</i>	<i>verb</i>

- (a) A word that names specific people and things, like **Italy**. _____
- (b) A word that names general people or things, like **dogs**. _____
- (c) A doing or action word, like **reads**. _____
- (d) A word that stands in for a noun, like **she**. _____
- (e) A describing word, like **beautiful**. _____
- (f) A word that gives more information, like **quickly**. _____
- (g) A joining word, like **because**. _____
- (h) A word that shows how one thing is related to another, like **under**. _____

2. Decide if these sentences are simple, compound or complex.

- (a) She wrote an interesting story. _____
- (b) Morgan slowly walked to school. _____
- (c) Charlie won't finish his homework unless it's quiet. _____
- (d) Mum likes eating fish and Dad likes eating steak. _____
- (e) The children work quietly while the teacher watches. _____
- (f) My grandma made a chocolate cake. _____
- (g) We watched two films on the weekend and ate ice-cream. _____
- (h) Sienna enjoys playing netball and Rose enjoys basketball. _____

3. Write a sentence that is a:

- (a) statement. _____
- (b) question. _____
- (c) command. _____

4. Write two more interesting words that could be used to replace each of these.

- (a) got _____ (b) good _____
- (c) nice _____ (d) like _____
- (e) went _____ (f) said _____
- (g) happy _____ (h) big _____

Answers

1. (a) Riley walks to school and **catches** the bus home.
 (b) I watched Oliver play football yesterday and he **scored** a goal.
 (c) Mum sliced a piece of cake and I **ate** it for lunch.
 (d) The shark swimming in the ocean might **eat** little fish.
2. (a) Alice was going to the beach so **she** took her towel.
 (b) Corey played guitar and we liked listening to **him**.
 (c) I sent a text message to Emma and **she** replied.
 (d) I don't know if that ball is **mine** or yours.
3. (a) Dale can run much **faster** than I can.
 (b) Tessa is the **shortest** person in our class.
 (c) I always choose the bananas that are the **ripest**.
 (d) A feather is much **lighter** than an exercise book.
4. (a) Mum told me she was going to be late home from work.
 (b) I asked my sister, 'What do you think we should do for Dad's birthday?'
 (c) I was surprised when Jake told me he had finished his work.
 (d) 'I'm not sure about this answer', Trent said. I told him it was right.
5. (a) She and I are eating lunch together.
 (b) He didn't do **anything** to bother her.
 (c) They were about to leave when Dad asked, "When will you be home?"
 (d) Amber thinks Lily and I don't want to play with **her**.

1. Circle the verb written in the wrong tense. Rewrite it correctly.

- (a) Riley walks to school and caught the bus home. _____
- (b) I watched Oliver play football yesterday and he scoring a goal. _____
- (c) Mum sliced a piece of cake and I eating it for lunch. _____
- (d) The shark swimming in the ocean might ate little fish. _____

2. Circle the incorrect pronoun in each sentence and rewrite it correctly.

- (a) Alice was going to the beach so he took her towel. _____
- (b) Corey played guitar and we liked listening to them. _____
- (c) I sent a text message to Emma and you replied. _____
- (d) I don't know if that ball is my or yours. _____

3. Circle the incorrect adjective in each sentence and rewrite it correctly.

- (a) Dale can run much fastest than I can. _____
- (b) Tessa is the shorter person in our class. _____
- (c) I always choose the bananas that are the riper. _____
- (d) A feather is much lightest than an exercise book. _____

4. Add or delete the quotation marks so each sentence is correct.

- (a) Mum told me 'she was going to be late home from work'.
- (b) I asked my sister, What do you think we should do for Dad's birthday?
- (c) I was surprised when Jake told me 'he had finished his work'.
- (d) I'm not sure aboutthis answer, Trent said. I told him 'it was right.'

5. Each of these sentences have errors. Rewrite them correctly.

- (a) She and me are eating lunch together.

- (b) He didn't do nothing to bother her.

- (c) They were about to leave when Dad asked, When will you be home?

- (d) Amber thinks Lily and me don't want to play with him.
